

# MERCER UNIVERSITY

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## SCHOOL OF THEOLOGY

*Mercer University's School of Theology forms ministers and cultivates leaders who thrive spiritually, professionally, and academically in service with congregations, communities, and classrooms.*

# Student Handbook

## 2024-2025

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## MERCER UNIVERSITY HANDBOOKS

It is the purpose of Mercer University to adhere to the rules and regulations, course offerings, and financial charges as announced in this handbook or in other publications. The University, nevertheless, hereby gives notice that it reserves the right to withdraw any subject, to change its rules affecting the admission and retention of students, or the granting of credit or degrees, or to alter its fees and other charges, whenever such changes are adjudged by it to be desirable or necessary. Attendance at Mercer University is a privilege that may be forfeited by anyone whose conduct is adjudged as not consistent with the traditions, policies, and regulations of the University.

The Mercer University Student Handbook sets forth the major policies and procedures affecting students. Because the University is a dynamic institution, changes are inevitable. This handbook will be revised as new policies and procedures are adopted. The latest edition will supersede all former editions unless stated otherwise in the text.

In addition to the Mercer University Student Handbook, the individual colleges and schools and/or campuses may develop supplemental operating guidelines and procedures. Links to the supplemental student handbooks are located on the Provost's web site at:

<https://provost.mercer.edu/resources/handbooks-and-publications/student-handbooks/>

The provisions of this Mercer University Student Handbook supersede collegiate and campus policies and procedures.

Wherever the University has chosen to adopt policies and principles similar to or incorporating portions of statements of American Association of University Professors or other external bodies, the University reserves the right to interpret such policies or principles for itself and is not bound by external interpretations.

The Cecil B Day Atlanta Campus Student Handbook is available online under Supplemental Handbooks: <https://provost.mercer.edu/resources/handbooks-and-publications/student-handbooks/>

## ACADEMIC CALENDAR 2024-2025

*Mercer University's School of Theology forms ministers and cultivates leaders who thrive spiritually, professionally, and academically in service with congregations, communities, and classrooms.*

\*Dates are subject to change and are updated as needed; all times are in Eastern Standard Time (EST)\*

Community Fellowship 11:00-11:30 a.m. each Monday, Tuesday, and Thursday

### Fall 2024

New Student Orientation (Masters Online), 6:00-8:30 p.m.	August 13 and 15
New Student Orientation (Masters Residential), 10:00-5:00 p.m.	August 14
New Student Orientation (DMIN), virtual/on campus 9:00-12:00 p.m.	August 15
First Day of Classes	August 19
Welcome Back Lunch, 12:50-1:45pm Lunch, Theology Lounge	August 19
Alumni Breakfast, 9:00 a.m.	August 20
Founders Day Service, 11:00 a.m., Day Hall	August 20
Founders Day Luncheon, noon, TDR	August 20
Last Day for Drop/Add	August 26
Digital Ministry Training, on campus & virtual, 12:00 p. m. -1:30 p.m.	August 28
Spiritual Formation Retreat, required for all THSP 511 students (Overnight in Atlanta with housing/meals provided or virtual)	August 29-30
Women's Group   McAfee Circle, 9:00 a.m. -2:00 p.m.	August 31
Labor Day Holiday—University Closed	September 2
Women in Ministry Conference Cohort	September 9-12
Women's Group   McAfee Circle, 9:00 a.m. -2:00 p.m.	September 14
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	September 16
Student Advisement for Spring—Meet with Advisor	All of October
Graduation Application for Spring/Summer 2025	October 1
Blessing of the Animals	October 1
Faith and Rural Health Summit, Macon campus	October 4
Women's Group   McAfee Circle, 9:00 a.m.-2:00 p.m.	October 12
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	October 21
Last Day for Course Withdrawal	October 21
Electronic Theses and Dissertations Due	November 1
DMIN "Write In" Day, students & faculty, on campus & virtual, 9:00-3:00 p.m.	November 1
Mercer Homecoming	November 2
Women's Group   McAfee Circle, 9:00 a.m.-2:00 p.m.	November 2
Early Registration for Spring begins, 9:00 a.m.	November 7
Veterans Day	November 11
Admissions Application Deadline for Spring	November 15
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	November 18
McAfee Thanksgiving Lunch, 12:15 p.m.-1:30 p.m. (No Community Fellowship 11:00 a.m.-11:30 a.m., see lunch above)	November 19
Theology Fall Break—No Theology Classes	November 25-29
Thanksgiving Holiday—University Closed	November 28-29
Women's Group   McAfee Circle, 9:00 a.m.-2:00 p.m.	December 7
Last Day of Classes	December 13
Grades Due, noon	December 18
University Closed	December 24-January 1

**Spring 2025**

New Student Orientation (Masters and DMIN)	January 2 and 3
First Day of Classes	January 6
Last Day for Drop/Add	January 13
Martin Luther King, Jr. Holiday—University Closed	January 20
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	January 27
Wm. L. Self Preaching Lectures	February 10-11
Keynote Speaker – Rev. Dr. Elizabeth L. Hinson-Hasty	
Theme: (Preaching & Mental Health)	
Scholars Day Conference for Prospective Students	February 10-11
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	February 17
CPE Fair, on campus & online	February 27
Samuel DeWitt Proctor Conference, TBA	February TBA
Student Advisement for Summer and Fall—Meet with Advisor	All of March
Graduation Application for Fall 2025	March 1
Theology Spring Reading Week	March 3-7
Shrove Tuesday	March 4
Ash Wednesday	March 5
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	March 17
Last Day for Course Withdrawal	March 19
Electronic Theses and Dissertations Due	April 1
First Claypool Winner in Chapel	April 1
Early Registration for Summer & Fall begins, 9:00 a.m.	April TBA
Second Claypool Winner in Chapel	April 8
Holy Week	April 13-20
Good Friday/Easter Holiday—University Closed	April 18-20
Diversity & Inclusion Meeting, Theology Board Room & Zoom, 1:00-1:40 p.m.	April 21
Blessing of the Graduates, 11:00 a.m.	April 22
Last Day of Classes	May 2
Grades Due, noon	May 6
Graduate Commissioning Service, TBA	May TBA
Commencement, TBA	May TBA

**Summer 2025****Session One**

First Day of Classes, Session 1	May 19
DMIN Worship, 9:00 a.m.-9:30 a.m., virtual	May 19-23
Memorial Day Holiday—University Closed	May 26
Last Day Drop/Add, Session 1	May 27
DMIN Worship, 9:00 a.m.-9:30 a.m., on campus	May 27-30
DMIN Residency Week	May 27-30
DMIN Reception, 3:00 p.m.-4:30 p.m.	May 28
Last Day for Course Withdrawal, Session 1	June TBA
Last Day of Classes, Session 1	June 20
Grades Due, Session 1, noon	June 23

**Session Two**

First Day of Classes, Session 2	June 23
Last Day Drop/Add, Session 2	June 27
Electronic Theses and Dissertations Due	July 1
Independence Day—University Closed	July 4



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Last Day for Course Withdrawal, Session 2	July TBA
Last Day of Classes, Session 2	July 25
Grades Due, Session 2, noon	July 30

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## VISION AND MISSION

### **Vision Statement:**

Our vision is to inspire churches and communities to imagine, discover, and create God's loving and just world.

### **Mission Statement:**

Mercer University's School of Theology forms ministers and cultivates leaders who thrive spiritually, professionally, and academically in service with congregations, communities, and classrooms.

## FOUNDING PRINCIPLES

Based on Jesse Mercer's vision, the School of Theology is founded on 10 principles that have guided its inception and will continue to guide its formation and character:

1. The School shall be founded upon the belief that Jesus Christ is the Word of God, the center and focus of faith.
2. The School shall spring from Mercer University's conviction about its own vocation as an institution, borne and nurtured by Baptists and Baptist churches and committed to undergirding the work and witness of the church as a community of faith.
3. The School shall seek to educate students who are:
  - literate and disciplined in the study of sacred scripture;
  - articulate in understanding the historical and theological issues of faith;
  - effective preachers and interpreters of the Christian gospel;
  - wise and compassionate in personal and social ministry;
  - prepared to integrate faith and life in the spiritual formation of congregations.
4. The School shall be devoted to the preparation of men and women who combine the call of God's spirit with the intellectual gifts, the emotional maturity and the spiritual discipline to become effective and responsible pastors and leaders in ministry.
5. The School shall be inclusive in spirit and practice, affirming the open search for truth, and fostering tolerance for religious and intellectual diversity.
6. By underscoring both scholarly discipline and the experience of ministry, the School shall seek to break through the dichotomy of theory and practice, claiming both reason and compassion, the mind and the heart as gifts of God and conceiving ministry as bringing the sacred to bear upon every dimension of human experience.

7. The School shall hold steadfastly to the high and defining traditions of Baptists, including the priesthood of believers, the separation of church and state, the autonomy of the local congregations as the context for mission and ministry, the centrality of scripture to the life of faith, and the resolve that neither creeds nor human affirmations of faith should stand as tests of orthodoxy.
8. While holding firmly to its high calling and to its specific responsibility for theological education among Baptists, the School shall also accept its responsibility to embrace the whole world as the creation of God and to serve the wider Christian community as the people of God who are called to live out God's purpose and presence in the world.
9. The School shall embody the historical traditions of Mercer University, valuing both intellectual freedom and the affirmation of faith as the foundations of the University.
10. The School shall serve as a continuing resource to churches, pastors and professionals in ministry for their continuing education and as a reference and placement service for churches, pastors and other church leaders.

## **MERCER UNIVERSITY'S MISSION**

Mercer University's mission is to teach, to learn, to create, to discover, to inspire, to empower and to serve.

In fulfilling this mission, the University supports undergraduate, graduate, and professional learning as well as basic research and its application in service to others. As a university committed to excellence and innovation, Mercer challenges members of its community to meet and exceed high standards in their teaching, learning, research, scholarship and service.

Founded by Baptists in 1833, Mercer is an independent university that remains grounded in a tradition that embraces freedom of the mind and spirit, cherishes the equal worth of every individual, and commits to serving the needs of humankind. As a reflection of this heritage:

We encourage our students to discover and develop fully their unique combination of gifts and talents to become leaders who make a positive difference in the world.

We seek to inspire members of our community to live virtuous and meaningful lives by using their gifts and talents to serve the needs of humankind as an expression of their love for God and neighbor.

We seek to enrich the mind and spirit by promoting and facilitating an open and rigorous search for truth and understanding, including an examination of the moral, religious and ethical questions of this and every age.

We affirm and respect the dignity and sacred worth of every person and celebrate both our commonalities and our differences.

## **SPIRITUAL & COMMUNITY LIFE**

A crucial component of theological education is the experience of shared life and faith. At the School of Theology, the faculty and staff are committed to the practice of Christian community and encourage all students to enter as fully as possible into this community of faith. Spiritual formation at McAfee is intentional and present in all aspects of the School of Theology life through worship, prayers, small groups, and many other ways. Students, staff, and faculty members join together as people of faith growing together in the grace and knowledge of God. We provide a variety of resources that assist persons in enhancing their relationship with God. We believe that living life together and in community is a vital part of a growing and deepening faith.

### **Community Fellowship**

We believe a crucial part of theological education is the experience of shared life and faith. Mercer University' McAfee School of Theology encourages all students to contribute to this community of faith. Led by various members of the McAfee community, community fellowships are weekly opportunities for faculty, staff, and students to share in each other's joys and sorrows, triumphs, and concerns. It is a time in which we encounter the Spirit of God as we develop friendships and bonds that last long after graduation. The McAfee Community meets together every Monday, Tuesday, and Thursday morning at 11 a.m. during the fall and spring semesters when classes are in session.

### **Interfaith Prayer Garden and Labyrinth**

Mercer University, in partnership with Aziz Dhanani, a graduate of Aligarh Muslim University, our Muslim partners in India, and the Cooperative Baptist Fellowship of Georgia, dedicated its interfaith prayer garden and labyrinth on May 14, 2015, on the Cecil B. Day Graduate and Professional Campus in Atlanta. The faculty of Mercer's McAfee School of Theology often use this garden and its outdoor classroom for experiential learning. Anyone is welcome to use the labyrinth at any time for their own spiritual edification.

### **Spiritual Formation**

Creating and building community are important factors in a student's success at seminary. To begin building that community on their first day of class, all first-year students are enrolled in a course called *Spiritual Formation*. The purpose of the course is two-fold: (1) to help students develop spiritual practices that will sustain them throughout their seminary experience; and (2) to form relationships with other students that will provide support, fellowship, and conversation as they grow spiritually, professionally, and academically.

At McAfee, spiritual formation is defined as listening, experiencing, discerning, and joining with how God is present in our lives and in the world. We engage this formation at McAfee by developing the character, community, and compassion that are necessary to co-create God's loving and just world. Maturity means knowledge of vulnerabilities, ability to name ways these vulnerabilities impact others, willingness to address vulnerabilities.

### **Faculty/Staff/Student Spiritual Formation Retreat**

Each Fall, there is a retreat for faculty, staff, and students to encourage fellowship among the McAfee community. At the retreat, the whole McAfee community engages with one another and with their own spiritual lives. There is both scheduled and unscheduled time set aside for spiritual enrichment for our community through prayer, recreation, small and large group activities, and shared meals. The retreat is mandatory for all Spiritual Formation students. Many students choose to

go on the retreat each year even after they have completed the Spiritual Formation requirement. There is both an in-person and a virtual retreat option.

### **Student Advocacy and Leadership Team (SALT)**

The Student Advocacy and Leadership Team (SALT) is a vital part of the School of Theology community and act as liaisons between the student body and the faculty. SALT sponsors student forums at which students are given the opportunity to voice concerns and suggestions that will be presented to the faculty. In addition, SALT organizes gatherings, service opportunities, and fellowships that allow students to enjoy spending time together in an informal atmosphere. Dr. Karen Massey serves as the faculty advisor. Copies of SALT's Constitution are available in the Associate Dean's office.

Additionally, there are a growing number of campus-wide student groups on the Atlanta campus that students can join, including Bethel Campus Fellowship, Golden Cure, the Black Student Union at Mercer Atlanta and the Mercer Gaming Group.

### **The Committee on Diversity and Inclusion**

Founded in 2016, this Committee is charged with promoting and encouraging diversity and inclusivity in all aspects of McAfee community life. Consistent with the mission and founding principles of the School, the Committee affirms that inclusivity, the open search for truth, and the embracing of diversity in all its forms enhance our spiritual growth, moral formation, and ministerial development. The Committee's efforts are particularly focused upon issues of race/ethnicity, gender, sexuality, disability, and theological diversity. Its membership is appointed by the Dean and includes representation from faculty, staff, and students. The Diversity & Inclusion Committee affirm the following Core Values:

**Embrace of Diversity** -We embrace human differences on the basis of race, color, sex, age, ethnicity, national origin, residential status, geographic status, urban-rural status, migrant status, veteran or military status, legal status, marital status, pregnancy status, sexual orientation, gender identity, cultural affiliation, political ideology, voter status, religious identity, medical condition, genetic information, physical health, mental and behavioral health, emotional state, and personal characteristics or circumstances.

**Recognition of Identity** - We recognize that no one is defined by a single identity, and that our multiple identities interact and intersect with one another to encompass a whole that is greater than the sum of its parts. We also recognize that each of us has the right to determine which identities are most important to us, and we therefore oppose any circumstances in which that right is denied.

**Respect for Humanity** -We respect the dignity and worth of humanity as it exists on all levels, including the genetic, personal, organizational, and global. Individuals exist within the various and intersecting contexts of self, family, community, and society, and only by acknowledging all of these can we have full respect for humanity.

**Commitment to Growth** - We embrace what we believe is a universal human endeavor to better understand our own humanity. We commit to continuously striving for greater understanding of the diversity of humanity, including the social, political, ethical, legal, and other challenges that arise as a result of our individual and societal failures to properly embrace this diversity. We oppose, and advocate for solutions to, all such obstacles, including oppression, subjugation, abuse, prejudice,

bias, stereotyping, bullying, violence, and microaggressions. We recognize that all of these phenomena can occur at both individual and systemic levels. Finally, we advocate for their solutions; at the McAfee School of Theology, one of the primary solutions is through continual education and dialogue for faculty, staff, students, organizational partners, and community members.

### **Faculty Advisors**

Upon enrollment at the McAfee School of Theology, each student is assigned a faculty advisor. The faculty advisor plays an important role in providing academic counseling and personal support to help ensure a student's success in seminary. Regular conversations between students and advisors may include vocational guidance, professional networking, resource materials, registration, tips for academic success, or personal encouragement.

### **Founders Day and Presentations to the Incoming Class**

The first Convocation for the School of Theology was held in 1997 and then in 2007 the School reimagined the opening service of the academic year as Founders Day, in honor and celebration of our common calling, the stories of our faith, and the particular heritage of this School. Each fall, faculty, staff, students, alumni, and friends of McAfee gather to worship and celebrate the beginning of the new academic year. During this service, the incoming students are recognized and presented with gifts symbolizing their official matriculation as students at the McAfee School of Theology and the beginning of their academic journey in theological education. The M.A.C.M. and M.Div. new students receive white stoles embroidered with a gold cross on the outside and the McAfee logo on the inside. Often a symbol of ordination, ministers wear stoles when performing weddings, funerals, and other ministerial functions. McAfee is not presenting stoles as a sign of ordination; rather, this is a blessing of students' giftedness and call to ministry and McAfee's investment in their formation as ministers. The M.T.S. students received an olive wood pen, symbolizing their call to academic research and writing in the field of theology and religion. The D.Min. students receive an oil lamp, the traditional symbol for higher education and in biblical sources it is often a symbol of "lighting" the way for the righteous and the wise.

### **Ministerial & Public Leadership Internships**

McAfee School of Theology seeks "to equip students for Christian leadership through mentoring...and the integration of scholarship with professional experience." Internships are an essential aspect of preparing educated and creative leaders for ministry in the world. Through required internships, students at McAfee integrate classroom content with practical experience in churches, hospitals, social service agencies, mission contexts, and other clinical and ecclesial settings. Students explore calling and ministerial identity, cultivate the ability to think theologically and incarnationally about ministry, and practice appropriate skills for ministry.

Students in the Master of Divinity degree program complete 6 hours of internship, while students in the Master of Arts in Christian Ministry degree program complete at least 3 hours of internship. Students may choose between one of two ways to complete this requirement: the Leadership in Context/Leadership & Polity in the Church two-part course series (3 hours each) or Clinical Pastoral Education (6 hours for one unit). More can be learned about these courses under the official course descriptions.

### **The Peter Rhea and Ellen Jones New Testament Lectures**

These lectures were established in 2009 to provide opportunities to meet, hear, and converse with leading New Testament scholars.

**The William L. Self Lectures**

The Self Lectures were established in 1997 to promote the practice of faithful and effective preaching of the gospel. The purpose of the lectureship is to enlighten and inspire those whose calling is to preach the gospel of Jesus Christ. The lectures seek to instill in students and pastors a passion for better preaching by providing worthy models and by offering seasoned instruction and encouragement. Each year the lecture series features a nationally recognized preacher.

**The D. Perry & Betty Ginn Lectures on Christian Faith and Modern Science**

The Ginn Lectures were established in 2008 to provide opportunities to hear leading scientists and theologians explore the interface between Christian faith and contemporary science.

**The Mercer Preaching Consultation**

The Mercer Preaching Consultation was established under that name in 1999 to provide training in, appreciation of, and inspiration for the art of preaching.

**Partnership with the Certificate of Theology Program at the Lee Arrendale State Prison.**

The Atlanta Theological Association (ATA) administers a non-degree Certificate in Theological Studies program for female inmates. School of Theology students and faculty participate in the program by teaching elective and foundational courses in theology.

**The Eula Mae and John Baugh Center for Baptist Leadership at Mercer University.**

Dr. Daniel Vestal serves as the Director. The Baugh Center seeks to develop Christ-like Baptist leaders for church and society, offering academic programs and promotes research initiatives that bring students, professors, pastors, and other Baptist leaders into collaborative relationships. Attracting Baptist leaders and emerging leaders from around the world for conferences, sabbatical leaves, and research and educational programs, the Baugh Center draws on the resources housed on Mercer's Cecil B. Day campus in Atlanta.

**The Faith and Rural Health Initiative**

Started in 2022, this Initiative seeks to advance the objectives of supporting holistic health outcomes – physical, mental, and spiritual – in selected underserved areas in rural Georgia. Recognizing that in many of these counties religious leaders and health care professionals serve an important role in the wellbeing of the population, the program will bring these two groups together for the purpose of better serving in a holistic way the needs of the community. Mercer University's School of Theology and School of Medicine have partnered with the Georgia Rural Health Innovation Center to support the physical, mental and spiritual health of five rural Georgia counties by coordinating the efforts of clergy, physicians, and health care professionals. The three-year project will proceed with three initiatives: assessment of areas of need and opportunities for collaboration, collaboration with existing sites for holistic care modeling and student training, and creation of relationships between medical professionals and local clergy for synergetic work. Faculty from both the School of Theology and School of Medicine will lend expertise and facilitate mutual learning, understanding and best practices. Students from both schools will be recruited to participate in two- to four-week rotations at clinical sites where they will learn skills such as screening for emotional spiritual needs, listening and talking about spiritual issues and documenting cases, and addressing health literacy within communities. The goals of the project are to improve access through creating a model for holistic screening of needs in rural health care, to provide clinical training to health care and ministerial students, to research the prevalence of emotional spiritual needs in the selected communities, and to increase communication between spiritual leaders and medical professionals to improve health literacy in rural communities. The Georgia Rural Health Innovation Center was

established through special funds Georgia lawmakers dedicated to confronting the complex health care challenges and wellness disparities facing rural communities. Mercer's School of Medicine was awarded grant funds in 2019 and formally established the Georgia Rural Health Innovation Center on the University's Macon campus.

### **Commissioning Service**

The School celebrated its first Commissioning Service for graduates in 1998. Since that time, each spring the faculty, staff, graduates, and friends gather the day before Commencement to worship together, celebrate our graduates' accomplishments, and offer our blessing. Masters' graduates are presented with awards and receive either a chalice and paten or an oil lamp (see more below), while Doctor of Ministry graduates are hooded at this service and receive a pitcher and towel (see more below).

### **Chalice and Paten**

A chalice and paten are presented to every Master of Arts in Christian Ministry and Master of Divinity degree graduate of the McAfee School of Theology during the commissioning service just prior to graduation. The chalice and paten are symbols of the Christian Church that recall the last meal Jesus shared with his disciples prior to his crucifixion.

The last supper has become a ritual meal of the Christian Church in which Christ's death is remembered. The chalice and paten are given to McAfee graduates as an acknowledgment of the priestly role students will play when they celebrate and observe this meal in a ministry context.

After sharing the last supper with his disciples and encouraging them to continue its observance in remembrance of him, the Gospel of Luke tells us that Jesus had to settle a dispute among his disciples about which one of them was the greatest. Jesus tells them that "the greatest among you must become like the youngest, and the leader like one who serves. For who is greater, the one who is at the table or the one who serves? Is it not the one at the table? But I am among you as one who serves." The chalice and paten are also given as symbols of service. Those who minister must be humble in their relationship with those they serve.

Therefore, the chalice and paten are symbols of both the priestly function of ministry and the calling to serve with humility. The chalice and paten are lasting reminders to McAfee graduates that ministry calls them to always hold the two polarities of leader and servant in tension.

### **Oil Lamp**

An oil lamp is presented to every Master of Theological Studies (MTS) graduate of the McAfee School of Theology during the commissioning service just prior to graduation. The oil lamp is the traditional symbol for higher education and in biblical sources it is often a symbol of "lighting" the way for the righteous and the wise. The oil lamp is given to MTS graduates as an acknowledgement of their rigorous academic work of researching and writing, as well as a symbol of their calling to illuminate the path of learning for others. As Jesus shared in Matthew 5:14-16, remember, "You are the light of the world. A city built on a hill cannot be hid. No one after lighting a lamp puts it under the bushel basket, but on the lampstand, and it gives light to all in the house. In the same way, let your light shine before others, so that they may see your good works and give glory to your Father in heaven."

### **Pitcher and Towel**

A pitcher and towel are presented to every Doctor of Ministry graduate of the McAfee School of

Theology during the School's commissioning service just prior to graduation. Ancient symbols of ministry in the life of the church, the pitcher and towel recall that moment just prior to Jesus' crucifixion when he took a towel, filled a bowl with water from a pitcher, knelt before his disciples, washed their feet with his hands, and then dried their feet with the towel.

The pitcher symbolizes the purity of life in Christ as well as the opportunity for ministry in the name of Christ. Actual ministry only occurs when Christ takes up the pitcher, pours water into a bowl and washes the disciples' feet. For this reason, the pitcher represents the opportunity for ministry that exists for every follower of Jesus and especially for those who are called by the church into vocational ministry. Each follower of Jesus is a potential source of healing, cleansing and hope. The towel symbolizes the humility that ought to mark every act of service on behalf of Christ in the world. If Jesus is humble enough to take the feet of his disciples into his own hands, dip them into a bowl, and then wipe the water and dirt from those feet, then certainly persons who minister in the name of Jesus should exhibit the same sort of humility in their relationship with the people whom they serve.

The purpose of McAfee's Doctor of Ministry degree is to assist ministers of the Gospel of Jesus Christ to more faithful and dedicated service in their congregations and other places of ministry. The pitcher and towel serve as symbols that remind our graduates of this most basic calling to humbly serve others.

### **John R. Claypool Preaching Awards**

Dr. John Claypool was a nationally-known preacher and author of several books. We were blessed to have Dr. John Claypool as a beloved preacher, pastor, and professor at the McAfee School of Theology from 2002 to 2005. After his untimely death, the Claypool family started The John R. Claypool Preaching Awards as a way to honor his life, to celebrate his love of preaching, and to encourage talented young preachers to carry on his legacy. Each year, current students are invited to submit a sermon to the Faculty Committee for review. Cash awards are given (\$500 to the first-place winner and \$300 to the second-place winner) and winners preach in chapel in the Spring.

### **The Outstanding Scholar Award**

The Outstanding Scholar Award was given to the student with the highest GPA through 2007. Beginning with commencement 2008, the Outstanding Scholar Award is given to students who excel in scholarly research and writing.

### **The Scholarly Achievement Award**

The Scholarly Achievement Award is given to the M.A.C.M., M.Div., and M.T.S. student(s) with the highest GPA.

### **The Community Ministry Award**

This award is given annually to graduates "who by the nature of their calling, sensitivity, awareness, and responsiveness, in quiet and unassuming ways have ministered to the community of faith at McAfee. These persons are not absorbed in the future. They minister here and now where they are. Waiting for another place and time in which to serve is not their vision. They share and provide 'daily bread' by being a companion on the way . . . now. That sharing, providing – that 'daily bread' – is found in myriads of shapes and forms. The symbols that accompany this award are a silver chalice and paten. As symbols of the Eucharist, they are most fitting to denote community and ministry."



**The McAfee Hymn**

Everlasting love has led us to this day;  
 sovereign hands have beckoned to a higher way.  
 Let us lift our lives to the sacred calling;  
 God of all the past, keep us faithful to the last.

Mold our minds for knowing what is deeply true.  
 Consecrate our strength for all that we must do.  
 Grow us into being truer sons and daughters,  
 Till we love You whole; heart and mind and strength and soul.

When our path is painful, when we sow in tears,  
 Lift us by the hope that heals our faithless fears.  
 Have we not been called? Have we not been promised?  
 More than we may ask, love and power to meet the task.

Let us then be bound, companions on the way,  
 Shining for the world the light of coming day.  
 Make us, holy God, partners in your passion.  
 Give to all our days courage, hope, and endless praise.

**The McAfee Oak**

Written By Dr. R. Alan Culpepper:

The McAfee faculty and staff – founding faculty (Lloyd Allen, Nancy deClaisse-Walford, Paul Duke, Ron Johnson, and R. Alan Culpepper) and staff (Dock Hollingsworth, Director of Admissions; and Cynthia Cobb, Administrative Assistant) – were so busy getting the curriculum planned, developing a catalog, defining the school’s distinctives, recruiting the first class of students, meeting with pastors and members of the Committee of Clergy and Laity for a New Seminary in Atlanta, and working with Tommy Boland on the design of the School of Theology Building that we did not think about having an opening convocation the first year of classes (1996-1997). Emily Myers, Senior VP for Advancement, suggested we hold the founding convocation in October of 1997. Plans were made to hold the convocation at FBC Decatur (where Peter Rhea Jones, chair of the Committee for a new seminary in Atlanta, was pastor), President Roy Honeycutt, retired president of Southern Baptist Theological Seminary, was the convocation speaker, and President Jimmy Carter was going to bring greetings. Some 700 friends and supporters of the new seminary filled the sanctuary. A few days before the convocation, however, Robert Gozqueta, CEO of Coca Cola, died, and his funeral was the same time as our convocation, so President Carter could not come to the convocation. Instead, he spoke briefly and eloquently at the luncheon following the convocation, in the banquet room at the Holiday Inn across the street from the church.

At the convocation, Daniel Vestal, Executive Coordinator for the Cooperative Baptist Fellowship, brought greetings from CBF. At the end of his remarks, he called me to the podium and gave me an acorn. He said he had been preaching that Sunday in Madison, GA, and picked up the acorn. His prayer was that the school, like an acorn that would become a strong oak, would grow into a sturdy institution that would bless future generations of students and churches.

After the convocation, I gave the acorn to Pete Pike (founder of Pike’s Nurseries, a member of Smoke Rise Baptist Church, and a friend of Truett Gannon), and asked him to have the acorn germinated so that we could plant the tree near the School of Theology building (which was

completed in December 1996). In the spring of 1999, in preparation for McAfee's first graduation (with ten graduates), I asked Pete to send us the tree. It was just about knee high. After the graduation, we had a brief tree-planting ceremony, told the story of the acorn, and let the first graduating class plant the tree.

We teased Pete and asked him the question everyone was raising, "Did that tree really come from the acorn Daniel Vestal had given me, or had he just asked one of his nursery workers to pick out a small tree and sent it to us. How would anyone know?" Pete assured me that the tree had indeed germinated from the acorn I had given him, and pointing to the sky he said, "He'll know, He'll know."

– Founding Dean, R. Alan Culpepper, PhD

In August 2021, the cherished oak tree that grew for 22 years in front of the McAfee School of Theology split in half and fell. The oak tree was germinated from an acorn that was presented at the theology school's dedication and planted on Mercer University's Atlanta campus by the school's first graduating class. "It was planted by the first graduating class, growing as the school was growing. Symbolically, it was a wonderful thing," said former Dean Dr. Alan Culpepper. As the tree grew, it diverted into three trunks, "which may be nice theology, to have the Trinity, but it made for a weak tree," Dr. Culpepper said. The diverging trunks created a hollow place in the center of the tree, which filled with water and, over time, led to rot, said Dr. DeLoach, who [pondered the meaning](#) of the tree's demise on his blog.

Dean Greg DeLoach looked for ways to repurpose and reuse the wood, stating, "We're going to repurpose every bit of it that we can, and then we'll plant a new tree there because I think part of the metaphor is everything has a season," he said. "Things live and they die, and they're born anew. That's very theological. You always deal with life and death, but you carry on. So, we'll plant for the next generation." A new McAfee oak was planted and dedicated in March 2024.

### **The McAfee Logo**

The new School of Theology at Mercer had no more enthusiastic or dedicated supporter than Ann White Morton, the first School of Theology librarian. While we worked to establish traditions for the new school and make plans for the first graduation, Ann gave the money for the school to have a pre dieu (French for "pray God," a kneeling bench that could be used at the commissioning service, for the Lord's Supper, and at ordinations and weddings). She also worked with the craftsman who built the pre dieu, and together we worked over the design for the front of it. It was her idea that it should be symbolic of the cross, the empty tomb (the open area behind the cross), and the capital omega (Christ, "the alpha and omega"). The craftsman drew this out, but his rendering of the cross did not match the traditional Baptist image with a longer vertical pole, so we adjusted the drawing accordingly. The result was a beautiful and distinctive addition to worship at McAfee that has been used by countless students and graduates at their weddings and ordinations.



About the same time, the University Advancement staff said that the school needed a logo they could use on McAfee publications. They sent us several designs, but none of them expressed the mission of the school. Finally, we sent them a drawing of the pre dieu, which their artists stylized, and it has been used as the school logo ever since.

## **Alumni Board**

McAfee's Alumni Board is a vibrant group of engaged alumni who support and serve the larger McAfee alumni community. This group organizes gatherings for McAfee alumni for the purposes of continued education and fellowship. They also provide a prayer ministry for McAfee alumni experiencing challenging times.

## **Annual Alumni Awards**

Each year, the alumni board accepts nominations for the annual Alumni Awards. These awards celebrate alumni who have done extraordinary work in their lives and ministry, and have fully embodied McAfee's mission to inspire the church and the world to imagine, discover, and create God's future."

### **IMAGINE Award**

*"Where there is no vision, the people perish." Proverbs 29:18*

The Imagine Award celebrates inspiration and vision. This award is given to an alumna/alumnus who exhibits visionary leadership, a willingness to take risks, and to speak and act prophetically.

### **DISCOVER Award**

*"Pilate asked [Jesus], "what is truth?" John 18:38*

The Discover Award celebrates discernment and truth. This award is given to an alumna/alumnus who exhibits a commitment to life-long learning, the exploration of truth, and teaching and learning in ways that bring about new discoveries for students, churches, and/or communities.

### **CREATE Award**

*"Be doers of the word." James 1:22*

The Create Award celebrates faithful action. This award recognizes an alumna/alumnus who puts their faith into action in tangible and practical ways, making a meaningful difference in the community and the world.

### **R. Alan Culpepper Lifetime Achievement Award**

*"For I know the plans I have for you, plans to prosper you and not harm you, plans to give you hope and a future." Jeremiah 29:11*

Alan Culpepper, Ph.D. is the founding dean of the McAfee School of Theology and served the school faithfully for twenty years. This award recognizes an alumna/alumnus whose accomplishments leave behind pathways of tradition for others to follow. This award celebrates contributions over the whole of a career.

## **ACCREDITATION**

Mercer University is accredited, by the Southern Association of Colleges and Schools Commission on Colleges, to award bachelor's, master's, and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call (404) 679-4501 for questions about the accreditation of Mercer University. The Commission should only be contacted if there is evidence that appears to support an institution's significant non-compliance with a requirement or standard.

For the most current information on Mercer University's accrediting bodies, please refer to the catalogs or online at <http://oie.mercer.edu/accreditations/accred-list/>.

Mercer University's James & Carolyn McAfee School of Theology is accredited by the Commission on Accrediting of the Association of Theological Schools in the United States and Canada, and the following degree programs are approved:

M.Div., M.A. in Christian Ministry, M.T.S., and D.Min.

The Commission on Accrediting of the Association of Theological Schools  
in the United States and Canada  
10 Summit Park Drive  
Pittsburgh, PA 15275 USA

Telephone: (412) 788-6505  
Fax: (412) 788-6510  
Website: [www.ats.edu](http://www.ats.edu)

## **FEDERAL DISCLOSURE REQUIREMENTS**

Mercer University's Federal Disclosure Requirements are available on the University web site at <http://disclosure.mercer.edu/>.

This report contains the following information:

Campus Security: Jeanne Clery, Disclosure for Campus Security, campus crime statistics, Campus Sex Crime Prevention Act, and fire safety  
Campus Emergency Procedures  
Drug and Alcohol Policies  
Financial Assistance and Cost of Attendance Information  
Health and Safety Information: immunization and missing persons information  
Institutional Information: accreditation, characteristics of students, degree programs, degree program improvement plans, disability support services, FERPA information, retention and graduation rates, peer-to-peer file sharing, post-graduate employment information, readmission of veterans, transfer of credit, withdrawal procedures, voter registration, and satisfactory progress standards

Paper copies of these reports are available upon request. Please contact the Office of Institutional Effectiveness by mailing inquiries to:  
Office of Institutional Effectiveness  
Mercer University  
1400 Coleman Avenue  
Macon, GA 31207

## STUDENT POLICIES

These policies describe expectations of you as a student. It is your responsibility to familiarize yourself with the information presented in this Student Handbook, the Mercer University, and Cecil B. Day Campus Handbooks, along with the other information available within your specific program of study. The School of Theology reserves the right to make changes to policies and procedures without notice as necessitated by governing authorities or administrative needs.

### STUDENT TECHNOLOGY REQUIREMENTS

All School of Theology students must have access to a computer with Microsoft Word (or software that can export as a Word document [.doc or .docx]), presentation software (i.e. PowerPoint, Keynote, Prezi, etc.), high-speed internet, headphones, microphone (earbuds with a mic or the built-in mic on your laptop or tablet are acceptable), and a webcam (the built-in camera on your laptop, tablet, or smart phone is acceptable) to facilitate video and audio conferencing. Students are required to access, use, and communicate through the following university systems: Mercer email, Canvas, Zoom, and MyMercer. Students are instructed on these systems at new student orientation. Any additional software or equipment requirements will be noted on course schedules and syllabi. For specific computer recommendations, please visit:

[http://it.mercer.edu/student/hardware\\_software/computer\\_recommendations.htm](http://it.mercer.edu/student/hardware_software/computer_recommendations.htm).

### ADMISSION TO GRADUATE DEGREE PROGRAMS

All persons who wish to enter one of the graduate programs at Mercer University must submit a formal application to the school that sponsors the desired degree program. Certain basic qualifications must be met for admission to the graduate programs. All programs require that students hold a bachelor's degree from a regionally accredited college or university with a specified minimum undergraduate grade point average. Graduate admissions' tests appropriate to the particular academic program are usually required. Specific requirements for each graduate program are given with the description of that program.

### Background Checks

In order to fulfill contracts with our seminary partners, the School of Theology requires that all applicants undergo a criminal background check. Admission into the School of Theology is pending receipt of a background check report. Applicants are responsible for ordering and purchasing their own background check directly online. Each applicant must authorize the School of Theology to obtain a background check in order to satisfy the admission requirements. The only exclusion to the background check will be special exceptions made for International Students who are in the process of obtaining, or have obtained the F-1 visa. This exception is monitored by the Admissions Office, which has the right to administer the exemption as necessary.

Failure to undergo the background check will result in exclusion from admission consideration. An individual with a criminal conviction is not automatically excluded from admission; the School will evaluate the time frame, nature, gravity, and relevancy of the conviction or charge offense in making a decision. Applicants may appeal the decision and will have the opportunity to present information to dispute the background check. There are no additional fees for the appeal process and the

timeframe for considering the appeal process varies. Typically, the applicant will receive a final decision to their appeal within one month of the applicant's submission of all appeal paperwork.

### **International Students**

For study at Mercer, an F-1 Visa is required of all students who are not citizens of the United States. An I-20 Form is issued to all accepted and approved international applicants upon receipt of the Declaration of Finances. This form is used to obtain the F-1 Visa. Those students who want to be considered for a tuition grant should have their applications complete and an I-20 issued by January 15 to be eligible for financial assistance for the following fall semester. Qualified students whose native language is not English must show proficiency by scoring a minimum official TOEFL score of 79 IBT (internet based TOEFL), 215 CBT (computer based TOEFL), 550 PBT (paper based TOEFL) or 6.5 IELTS.

International students who receive a tuition grant must also show evidence of \$14,000 in annual living expenses. Those students who do not receive a grant will be responsible for paying the current tuition rates. Each international applicant must complete a Declaration of Finances before an I-20 can be issued. If personal finances do not show evidence of \$14,000 in living expenses, a sponsor will need to supply current bank documents in the above amount and a letter of sponsorship. In addition, we require that the student or sponsor(s) deposit \$7,000 into the student's account at Mercer University by July 1 of the year the student plans to attend. The student or sponsor(s) will also be required to deposit another \$7,000 by January 15 of the following semester. The university will disburse the deposited \$7,000 at the start of the semester once the student has arrived for class. The School of Theology has a stewardship responsibility with regard to these awards. Students who are on F-1 Visas and are not able to meet these obligations will jeopardize their grants from the University.

Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see Immunization Policy). Every student is also required to submit to a background check.

### **Master of Arts in Christian Ministry (M.A.C.M.) & Master of Divinity (M.Div.) Degree Programs**

The School of Theology seeks individuals who combine the call of God's spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible leaders in Christian ministry.

Candidates for admission must hold a bachelor's degree with a liberal arts core from a regionally accredited college or university.

Successful applicants will complete and submit the following application materials to the School of Theology Admissions Office:

- Biographical Information
- Resume/CV- Including church positions and service, secular occupations, community involvement, academic honors, and research, civic, or leadership awards
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university.

- Background check
- \$50.00 application fee (Non-refundable)
- Autobiographical essay - (In 1250-1500 words speak to the following four questions: Give an account of your Christian pilgrimage. Tell the story of your personal commitment and call to ministry. What factors have led you to apply to School of Theology for your theological training? What are your ministry goals (the kind of ministries you envision for yourself?)
- Three Letters of Recommendation (one from each of the following:):
  - Pastor/Church Leader
  - Professor / Supervisor
  - Professor / Supervisor
- Writing Sample of 2000-2500 words (may be an excerpt) of an academic paper on any topic. Please include bibliography and in text citations or footnotes. Applicants who do not have an academic writing sample may contact the admissions office for a prompt.
- Admissions Interview as needed.
- (Online Programs only) Letter of Church Support to ensure institutional and contextual support from the applicant's community of faith or supporting ministry context. All applicants to the online Master of Arts in Christianity Ministry program or online Master of Divinity Degree program must submit the Letter of Church Support form stating they will be connected with a church during their time in the online program. The form outlines the expectations of the church and student.
- TOEFL Requirements. Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Based Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

A minimum grade point average of 2.75 overall and 3.0 in a student's major is normally required. In certain cases, a student may be admitted on probation if the student has admission deficiencies; such a student will have one semester to remove any remaining admission requirements in order to remain in the Master's degree program. The dean gives final approval for admission to the School of Theology.

### **Master of Theological Studies Degree Program (M.T.S.)**

The Master of Theological Studies (M.T.S.) is a 48-hour two-year academically rigorous degree program designed to prepare students for advanced and specialized work in religion. Because of its academic nature, many students who pursue an M.T.S. go on to further graduate studies in numerous fields related to theology or serve in the non-profit sector, higher education, counseling, or various communities of faith. The ideal candidate for the M.T.S. degree is intellectually curious, academically focused, and highly motivated. A background in theology or religion is not required.

Successful applicants will complete and submit the following application materials to the School of Theology Admissions Office:

- Biographical Information
- Resume/CV- Including church positions and service, secular occupations, community involvement, academic honors, and research, civic, or leadership awards
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university. Undergraduate GPA of 3.0.

- Background check
- \$50.00 application fee (Non-refundable)
- Autobiographical essay - (In 1250-1500 words respond to the following three questions: What factors have led you to apply to the School of Theology? What are your professional goals? What are your scholarly interests?)
- Three Letters of Recommendation (one from each of the following:)
  - Professor
  - Professor
  - Supervisor/Professional from a work environment who can speak to your work ethic and character
- Writing Sample of 2000-2500 words. This may be an essay or excerpt of an academic paper on any topic. Please include bibliography and in text citations or footnotes.
- Admissions Interview as needed.
- TOEFL Requirements. Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Based Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

### **Doctor of Ministry Degree Program (D.Min.)**

Admission decisions are based on the total profile of the applicant, including an analysis of the applicant's writing ability, as seen in the admission essays; quality of recommendations; grade point averages of academic work; and the nature and extent of the applicant's ministry experience.

Successful applicants will complete and submit the following application materials to the School of Theology Admissions Office:

- Biographical Information
- Resume/CV- Including church positions and service; secular occupations; community involvement; academic honors; and research, civic, or leadership awards.
- Official transcripts from all higher education institutions previously attended. A grade point average of 3.25 from all master's degree study in theology is preferred. Applicants must have completed a regionally accredited Master's Degree of at least 38 hours that includes the range of courses below (32 hours) and at least 6 additional graduate hours from a regionally accredited college or university (or a recognized international accrediting organization).
  - **Interpretation of Scripture and Theological Tradition of Ministry Context**  
Applicant must have completed at least one course in Old Testament Studies (3 hours), one course in New Testament Studies (3 hours), one course in Theology (3 hours), one course in Ethics (3 hours), and one course in Church History (3 hours).
  - **Understand and Adapt Ministry to the Cultural Context**  
Applicant must have completed at least one course in intercultural studies related to ministry (3 hours), and three courses (9 hours) in practical ministry areas.
  - **Basic Self-Understanding of Ministerial Identity and Vocational Calling**  
Applicant must have completed at least one course in contextual ministry/supervised ministry/field education/CPE (3 hours) or its equivalent and should submit in the application process a self-assessment of ministerial identity and vocational calling



(see required career assessment below).

- **Ongoing Personal and Spiritual Formation for Ministry**  
Applicant must have completed at least one course in spiritual formation (2 hours) or the equivalent and demonstrate a concern for ongoing personal and spiritual formation in an interview with a faculty member at the School of Theology.
- Applicants with a graduate theological degree who meet the admission requirements of the D.Min. Program, but lack courses in required areas and/or overall graduate hours, may be admitted into the Doctor of Ministry program on a conditional basis based upon the following criteria:
  - Applicants requiring 12 hours or less are eligible for conditional acceptance.
  - Applicants requiring 9 hours or less may take the introductory D.Min. seminar (DMIN 720/732--The Biblical/Theological Foundations for Ministry Seminar Preparation and Seminar) while fulfilling their prescribed masters' level coursework.
  - Applicants must enroll in courses as prescribed by the program dean, maintain a minimum GPA of 3.0 or better, complete master's level coursework within one year, and maintain ministry status.
- A description of roles and responsibilities in active ministry in which the applicant can complete meaningful research integrating biblical, theological, and pastoral insights into the practice of specific ministry. Applicants must have completed at least 4800 hours of **Ministry Experience** over at least two years in one of the following ways:
  - As a minister in a local congregation.
  - As a chaplain, campus minister or in another capacity considered to be a ministry calling.

Such experience may be either paid or voluntary as long as the School of Theology deems that experience to meet the requirements above and enables the applicant to engage as a ministry peer with other students pursuing a Doctor of Ministry degree and are prepared to do doctoral level research in a focused project.

- Background Check\*: Completed [online at Castle Branch](#), or call [\(888\) 666-7788](tel:8886667788) for more information. Please allow up to a month for us to receive the report. The package cost is \$31.75, which must be ordered and purchased directly online by the applicant.
- Application Fee: \$50.00 (Non-refundable)
- Career Assessment describing the applicant's history, ministry experience, ministry competencies, sense of call, goals for D.Min. study, theological self-reflection, and a general area of research interest for a Project Thesis.
- Writing Sample of 2000-2500 words (may be an excerpt) of an academic paper from a theological graduate course. Please include bibliography and in text citations or footnotes.
- Three Letters of Recommendation assessing the applicant's ministerial practice.
- Admissions Interview with a faculty member and/or the Director of the D.Min. Degree Program.

- Covenant of Support to ensure institutional and contextual support from the applicant's community of faith or supporting ministry context.
- TOEFL Requirements. Qualified students whose native language is not English must show proficiency by scoring a minimum of 550 Paper Based Test (PBT), 215 Computer Based Test (CBT) or 79 on the internet Based Test (iBT) otherwise known as the Test of English as a Foreign Language (TOEFL) of ELS Level 109.

Complete the Application for Admission and return it with a check for \$50.00, made payable to "McAfee School of Theology." This is a non-refundable application fee. All applicants are reviewed on the basis of a total profile of the applicant.

Each admitted student must also complete a University Health form prior to registration, as well as submit to a criminal background check.

### **NON-DEGREE PROGRAMS**

Applicants who wish to enroll in one or more Masters level courses at the School of Theology without pursuing a degree may apply to take classes by (1) auditing a class, (2) enrolling as a non-degree for credit student, or (3) enrolling in a Graduate Certificate Program (for credit).

#### **Audit**

Applicants wishing to audit a class must complete the audit application and be officially registered as audit students. Auditors are by nature listeners. As such, auditors are asked not to engage in course discussion or questions unless the professor has clearly communicated auditors are invited into full participation. Auditors are bound by the same policies as any student and are expected to adhere to the Community of Respect and any class covenant. Auditors do not receive course credit, nor do they submit assignments to be graded. The presence of auditors and the number allowed in each class are at the discretion of the professor.

The audit fee for courses at the School of Theology is \$50.00 per credit hour, with most courses set at 3 hours/\$150.00 per course.

There is also a facility/technology fee per semester charged as follows:

1 – 8 credit hours = \$17 per credit hour; 9 or more credit hours = \$150.00

#### **Eligibility and Requirements:**

- Biographical Information
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to hold a bachelor's degree with a liberal arts core from a regionally accredited college or university or proof of an equivalent degree from a foreign university.
- Background check. International students having obtained an F-1 visa are excluded from the background check requirement. Background checks for auditors are required for their initial application and must be updated every four years for repeat auditors.
- Application Fee: \$50.00

#### **Non-Degree for Credit**

Applicants who wish to enroll in one or more Masters level courses at the School of Theology without pursuing a degree but wish to receive academic credit should apply as a non-degree for

credit student. Non-degree for-credit students complete the same required course work and hours as degree seeking students for a required course.

Applicants must have met the individual course prerequisite requirement(s). If the applicant wishes to apply to a degree program in the future, courses taken as a non-degree student will be evaluated according to the requirements of the curriculum that is current at the time of application.

### **Eligibility and Requirements:**

- Biographical Information
- Official Transcripts from all higher educational institutions previously attended. Applicants are required to have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university.
- Background check
- \$50.00 application fee

### **Costs**

- Tuition: See Masters level Theology Tuition costs
- Facility/technology fee per semester charged as follows: 1 – 8 credit hours = \$17 per credit hour; 9 or more credit hours = \$150.00

### **Graduate Certificate in Theological Studies**

Designed for professionals and dedicated laity with a deep yearning for thoughtful theological reflection, this non-degree, for credit graduate certificate program provides theological literacy for transformational leaders.

Applicants must have a regionally accredited bachelor's degree with a liberal arts core or proof of an equivalent degree from a foreign university with at least a 2.75 GPA. Applicants will submit an application, application fee, official transcripts from all higher education institutions previously attended, and a background check.

Students in the Graduate Certificate Program are not eligible for federal financial aid or merit-based scholarships. Students may not cross-register for courses at other institutions, nor will transfer credit outside of the School of Theology be accepted. Many courses are available both online and on campus. Students may register for one to four classes per term. Students must complete the certificate program within six years.

Current students in the Graduate Certificate Program, as well as graduates of the program, may choose to apply to a Master's level degree program. Applicants are required to complete the entire admissions process and submit all required materials. Courses taken at the School of Theology under the certificate program will be carried over into the appropriate Master's program, if requested.

The School of Theology students in a degree-seeking Master's level program may choose to apply to the Graduate Certificate Program. Courses taken at the School of Theology under a degree-seeking program may be applied to the Graduate Certificate Program, as long as the student did not receive merit-based scholarship funding or federal financial aid for that course.

Students in the Graduate Certificate Program are required to abide by Mercer University and the School of Theology policies and procedures, including but not limited to the Community of Respect, Code of Conduct, and Academic Integrity.

### Graduate Certificate in Theological Studies

Course	Course #	Credits
Foundations in Church History	THCH 500	3
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Elective	THXX XXX	3
Elective	THXX XXX	3
Elective	THXX XXX	3

**Total Required Hours: 24**

### Accelerated Special Consideration Program (ASCP)

Mercer University's Accelerated Special Consideration Program (ASCP) between the College of Professional Advancement and the School of Theology—Bachelor of Arts in Liberal Studies degree and Master of Divinity degree—offers highly qualified students enrolled in the College of Professional Advancement B.A. in Liberal Studies degree with a religious studies concentration the opportunity to earn both the B.A. in liberal studies and M.Div. degree (School of Theology) in a reduced time frame.

Students admitted to the ASCP based on the Admission Requirements will be able to complete the B.A. in Liberal Studies (religious studies concentration) by enrolling in School of Theology foundational level courses that align with the Graduate Certificate in Theological Studies. These courses will be applied toward the completion of the B.A. in liberal studies degree (religious studies concentration). These same foundational courses will also count toward the completion of the M.Div. degree. In this way, students will be able to complete the M.Div. degree in two rather than three years, based on full-time enrollment.

The following courses offered through the School of Theology may be completed and applied to the required course work for the religious studies concentration in B.A. Liberal Studies degree:

Course	Credits
THOT 500 Foundations in Old Testament	3
THNT 500 Foundations in New Testament	3
THCH 500 Foundations in Church History	3
THTP 500 Foundations in Theology	3
THPT 500 Global Perspectives in Ministry & Mission	3
THXX xxx Cultural Context Elective	3

(Students will choose one: THNT 701/THOT 701 The Bible & Popular Culture, or THPT 604 Whatever Happened to Abram's Children? Judaism, Christianity, and Islam Today, or THPT 605 Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies or THPT 652 Gender & Sexuality or THTP 601 Christian Theology & Culture)

THXX xxx Comparative Religions Elective 3

(Students will choose one: THPT 602: Judaism: History, Thought, & Practice, or THPT 603 Islam: History, Thought, & Practice, or THPT 604 Whatever Happened to Abram's Children? Judaism, Christianity, and Islam Today, or THPT 605 Why Did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies)

THET 500 Ethics 3

THSP 511 Spiritual Formation 1 1

THSP 512 Spiritual Formation 2 1

### **Total Required Hours: 26**

Only College of Professional Advancement Students who are fully admitted to the B.A. in Liberal Studies (religious studies concentration) to M.Div. ASCP program may enroll in above School of Theology courses as undergraduate majors.

### **Admissions Requirements**

This ASCP program allows students currently enrolled in the College of Professional Advancement and who are completing the B.A. in Liberal Studies to complete an eight-course religious studies concentration through enrollment in courses in the School of Theology. Students admitted to the program will be women and men who combine the call of God's spirit with the intellectual gifts, the emotional maturity, and the spiritual discipline to become effective and responsible leaders in Christian ministry.

Candidates for admission will be College of Professional Advancement students with a declared major in liberal studies and who have indicated a desire to enroll in the School of Theology M.Div. degree program. Applicants complete a minimum of 60 credit hours, to include:

- All general education requirements (39 hrs.)
- The following LBST major core courses (15 hrs.):
  - LBST 210 The Idea of the University
  - LBST 250 Arts and Ideas I: Ancient and Medieval Cultural OR LBST 255 Arts and Ideas II: Modern Culture
  - LBST 275 Argument: Social Thought and Citizenship OR LBST 280 Argument: Studies in Public Discourse
  - LBST 310 Liberal Studies Thinking and Writing
  - LBST 360 Critical Approaches to Interdisciplinary Inquiry
- Electives to reach the 60-hour minimum (6 hrs.)

Please refer to the College of Professional Advancement catalog section on Accelerated Special Consideration Program, as well as the School of Theology's M.Div. Degree Admissions section, for complete information on admissions requirements. Successful applicants must complete and submit application materials to the School of Theology Admissions Office.

A minimum grade point average of 2.75 overall and 3.0 in a student's Mercer University courses is required. The School of Theology Dean gives final approval for admission to the ASCP program and to the School of Theology.

### **Program Requirements**

1. Students must have completed a minimum of 60 credit hours toward the B.A. in Liberal Studies degree, to include all of the general education requirements and the B.A. degree core classes (with the exception of the LBST 498 capstone) before application to the ASCP B.A./M.Div. degree. A minimum of fifteen undergraduate hours (to include the five BA/LBST degree core requirements listed above) must be completed at Mercer University prior to application to the ASCP. A student may also need to complete any outstanding general education requirements. A 3.0 GPA for all Mercer University courses is required at the time of application.
2. To complete the requirements for the B.A. in liberal studies, students will complete the LBST 498 Senior Capstone course in the semester in which they complete the religious studies concentration (eight courses) required for the B.A./liberal studies degree with a religious studies concentration. These concentration courses will align with the courses in the School of Theology Graduate Certificate in Theological Studies.
3. Students must meet all admission requirements (see above) for the School of Theology M.Div. degree with the exception of the completion of their B.A. degree.
4. Students applying for BA/MDIV ASCP program will be interviewed by the School of Theology and the College of Professional Advancement Department of Liberal Studies prior to admission into the program. The interview team will be constituted by faculty members from both schools.
5. If a student does not continue with the School of Theology, any courses completed in the School of Theology with a grade of C or higher will count toward the B.A. liberal studies degree with a concentration in Religious Studies.
6. Students in the ASCP program will enroll in the approved foundational courses as offered by the School of Theology in their Graduate Certificate in Theological Studies and taught by School of Theology faculty.
7. The foundational courses will count toward the B.A. in Liberal Studies with a concentration in Religious Studies and will allow the student to receive advanced standing at the School of Theology upon fulfilling the requirements for the B.A. in Liberal Studies at the College of Professional Advancement.

The B.A. in Liberal Studies requires a total of 120 hours and the M.Div. degree requires 78 hours. Six (18 hours of credit) to eight (24 hours of credit) courses taken at the graduate level will be applied toward completion of the B.A. degree. The approved foundational courses are those offered by the School of Theology in their Graduate Certificate. These credits will provide the student with advanced standing per the School of Theology's standards, accelerating the pace at which students will go on to earn the M.Div.

**PROOF OF IMMUNIZATIONS**

Each student must complete the required Mercer University health document prior to matriculation. Health forms will be distributed to accepted students (see University Immunization policy).

**READMIT STUDENTS**

Students who withdrew from the University voluntarily and wish to re-enter the University after an absence of more than one calendar year may seek readmission.

The student must be in good standing with the University and have a cumulative grade point average of 2.5 or higher. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Theology Office of Admissions:

1. A completed application for readmission. There is no readmission fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer University.
3. A completed questionnaire detailing reasons for the student's absence and plan for completing the degree.

All School of Theology students, as well as any student applying for readmission with less than 2.5 cumulative grade point average and not in good standing with the University, are required to request readmission in writing addressed to the Dean of the School of Theology. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Students who leave the University, and are not enrolled for three consecutive semesters, must fulfill the *Catalog* requirements enforced at the time of re-enrollment, including time limits on degree completion. Files are purged five years from the last date of attendance. Students who seek readmission after that time must secure new transcripts.

**ADMISSION ON PROBATION**

If a student was admitted on probation and earns a 2.5 or better during the first semester, the student will be sent a letter from the Dean removing them from probationary status. If the student was admitted on probation and does not earn a 2.5 or better during the first semester, the student will be dismissed from the School of Theology.

**TRANSFER and TRANSIENT CREDIT**

Students may receive credit for courses taken at another institution as either transfer or transient credit. The number of hours accepted as transfer and transient credit will be assessed on a case-by-case basis and in no instance may exceed 25% of the graduate degree or 30% of the professional degree. The maximum allowed credit is 23 credit hours for the M.Div. degree, 11 credit hours for the M.A.C.M. degree, 12 hours for the M.T.S. degree, and 10 credit hours for the D.Min. degree. Credit for transfer or transient courses may be awarded under the following conditions: (1) courses for the theological core were taken at a school that is accredited by the Association of Theological Schools (ATS) and accredited by an agency recognized by the U.S. Department of Education; (2) the courses were master's level courses, applicable to a master's degree for the M.Div., M.A.C.M., or M.T.S. programs or doctoral level for the D.Min. program; (3) grades of at least B were received in the

courses, (4) the courses fall within the maximum time limit for degree completion, and (5) the credits may not have been applied to a degree previously earned. Transfer credit is monitored by the Associate Dean. Courses taken as cross-registration through ARCHE and ATA are included in the maximum allowed transfer credits. The MTS and DMIN Thesis requirements are not accepted as transfer credit.

### **ADVANCED PLACEMENT**

(M.Div., M.A.C.M., and M.T.S. programs only)

Should a student desire to place out of a foundation course in the Master's Degree programs, they should contact a faculty member in the relevant area to schedule an interview. The student must bring syllabi and papers from previous courses to the interview for evaluation by the professor. It is recommended that the student will have taken at least two courses in the area with grades of B+ or better, and demonstrate a foundational knowledge of the topic. If the professor approves the advanced placement, the student should fill out a form and submit it to the Director of Academic Success. Advanced placement must be requested within a student's first 12 hours.

### **REGISTRATION**

Registration is required for admission to any class. The University requires all students to have a clear financial account, which includes paying all library and parking fines before registering. Students should consult the catalog for any prerequisites and special requirements for registration for specific courses.

Completing the registration process commits a student to the courses requested and to the corresponding fees and charges incurred. **IMPORTANT:** to cancel registration at any point, a student must notify the Registrar's Office in writing before classes begin if they will be unable to attend any or all of the classes for which s/he is registered. If the appropriate official form is not completed, a grade of "F" or "FQ" may be assigned, if the student does not attend class. Non-attendance and/or non-payment do not constitute official schedule change, withdrawal, or term withdrawal.

School of Theology students may obtain course schedules online at the School of Theology website or from the Registrar's Office. School of Theology students register for classes online through their My Mercer portal. Please make an appointment with your advisor prior to the first day of course registration to discuss your schedule. Your faculty advisor is listed in My Mercer.

### **ONLINE REGISTRATION**

Once you have logged on to My Mercer, go to "Academics" found along the left side bar and click on "Online Registration" or click directly on "Online Registration" found in the upper left-hand corner of you're my Mercer home page.

Section I: How to Register for Classes

Click on "Begin/Modify Online Registration"

This screen will default to a list of *required courses*. You can change the display to *elective courses* by clicking on "elective" in the drop-down menu under "Course Search." (Language courses are listed under electives).

- 1) Click on the + sign to the left of the course, then click on the green select button under "Add."
- 2) Once you have selected all of your courses, click on "Proceed to Final Step."
- 3) Click "Register/Drop" to complete the process.

Section II: How to Drop Classes



Go to “Academics”  
Click on “Online Registration”  
Click on “Modify Online Registration”  
Under “Selected Courses”:

- 1) Click on the minus sign beside the course or courses you wish to drop
- 2) Select “Course Change Status Reason”
- 3) Click “Proceed to Final Step”
- 4) Click “Register/Drop”

System will then display “Courses Not Registered.” Verify courses dropped.

Click “Register/Drop” to complete the process

You are now registered. Double-check everything and be sure all classes, dates, times, and locations are correct. It helps to log out and log back in to be sure everything went through correctly.

If you are on ‘Hold’ for any reason, you will not be able to access the Registration Module. You are encouraged to verify your status by clicking on ‘Registration Status’ from the Administrative Services menu.

### **CROSS-REGISTRATION**

The School of Theology allows for up to four elective courses to be taken by Masters’ degree students at member institutions of the Atlanta Regional Consortium for Higher Education (ARCHE) or Atlanta Theological Association (ATA) under the cross-registration arrangement of the Center provided they meet the academic requirements of the Center agreement. Courses completed at non-Mercer institutions, including ARCHE and ATA schools, are counted as transfer credit. Please consult the Transfer Credit Policy for your degree program and consult with the Associate Dean to determine those courses that will apply to your degree program.

Students who wish to cross-register must proceed as follows:

1. Obtain a University Center Cross Registration Form from the Registrar’s Office or the School of Theology website.
2. Fill out the Cross-Registration Form completely. The form requires the signature of the Associate Dean of the School of Theology and the Coordinator of Cross-Registration.
3. Check the calendar on the Cross-Registration form for the dates by which the cross-registration form needs to be processed.
4. A student must be enrolled in a course at Mercer University to cross-register. The student will pay the tuition of Mercer for the course taken at the other institution. The refund policy applies if a student is unable to register at the host institution or if the student withdraws from the course.
5. The form will be sent to the host school for processing. Registration will be on a space available basis and upon approval of the host institution. Communication from the host institution will specify the time and date on which the student must register.
6. All regulations, policies, and procedures of a host institution apply to the cross registered student while enrolled there.

7. Students must complete a new Cross-Registration Form for any subsequent term in which they wish to participate in the Cross-Registration Program.

As a cross-registration student, you are graded according to the academic standards and grading practices of the host institution. Upon completion of the course, the cross-registration coordinator of the host institution shall ensure that your transcript is sent to the cross-registration coordinator of your home institution for inclusion on your official transcript.

### **COURSE CHANGES**

Course changes (dropping and/or adding courses) must be done on or before dates specified in the calendar of the current academic *Catalog*.

To change courses during this period, a student must complete a Course Change Request form (available at the Registrar's Office), securing the advisor's signature, if required, and the appropriate date stamp of the Registrar's Office. Courses dropped during this change period will not appear on the student's grade report or permanent record. When a course is canceled, the students enrolled in the canceled course must go to the Registrar's Office and complete a Course Change Request form.

### **STUDENT REQUESTS FOR CATALOG EXEMPTION**

All student requests must be submitted in writing, along with any required forms, to the Office of the Associate Dean no later than the first Wednesday of the month.

### **INDEPENDENT STUDY**

Should a student desire to take an independent study, they must submit a letter of request to the Associate Dean, a preliminary syllabus that demonstrates how contact hour requirements will be met, and approval of the supervising professor. Final approval will be made by the appropriate faculty committee. M.Div. and M.T.S students will be limited to a maximum of 9 hours for independent studies and guided research. MA students will be limited to a maximum of 6 hours.

Faculty members are limited to one independent study per academic year, in addition to regular teaching load. An independent study will count toward the faculty supervising load during that semester.

### **MINIMUM HOURS REQUIREMENT**

Students enrolled during the Fall and Spring semesters in the Master's Degree programs are required to be enrolled for a minimum of six credit hours. There is no minimum enrollment requirement for D.Min. students.

Students who fail to meet this requirement or need an exception to the requirement must meet with the Associate Dean to discuss their academic progress and may be asked to withdraw from the degree program.

### **COURSE LOAD**

The normal academic load for the fall and spring semesters is 13 credit hours per semester for residential M.Div. students/6-7 hours for online M.Div. students, 9-10 hours for residential M.A.C.M students/6-7 hours for online M.A.C.M. students, 11-14 hours for residential M.T.S students, and 3 hours for D.Min. students. Students may take 15 or more hours per semester only with prior approval of the Associate Dean of the School of Theology.

**RESIDENCY REQUIREMENTS**

Students in the residential (non-online) M.Div., M.A.C.M., and M.T.S degree programs must complete at least 1/3 of their course credits in residence. M.Div. students must complete at least 25 hours on campus. M.A.C.M. students must complete at least 12 hours on campus. M.T.S. students must complete at least 15 hours on campus.

**GENERATIVE AI**

Students may use generative AI to brainstorm ideas, clarify concepts, identify examples, or contextualize their learning in their courses. The output of a generative AI tool may not be included in any submitted work. Students may not copy/paste the output; this includes outlines of an essay or argument, as well.

The only exception to this policy is that students are permitted to use generative AI tools (such as Grammarly) to improve the language or readability of their submission. If a student does this, they must include a statement with their submission disclosing the tool used and a short description of how it was used. E.g. "I used Grammarly to check and improve my spelling and grammar."

**SUITABLE PROGRESS TOWARDS DEGREE COMPLETION**

Students are expected to make satisfactory progress towards their degree completion. Students who do not demonstrate satisfactory progress by completing the minimum requirements may be asked to withdraw from the degree program.

**COMPLETION OF DEGREE REQUIREMENTS**

A minimum career grade point average of 2.5 (C+) is required for graduation with the Master of Arts in Christian Ministry degree. No credit is awarded for any course in which a grade below C is earned. A student in the Master of Arts in Christian Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

A minimum career grade point average of 2.5 (C+) is required for graduation with the Master of Divinity degree. No credit is awarded for any course in which a grade below C is earned. A student in the Master of Divinity degree program must complete all degree requirements within an eight-year period. No credit will be given for courses taken more than eight years prior to the date on which the degree is to be conferred.

A minimum career grade point average of 3.0 (B) is required for graduation with the Master of Theological Studies degree. No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree. A student in the Master of Theological Studies degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

A minimum career grade point average of 3.0 (B) is required for graduation with the Doctor of Ministry degree. No credit is awarded for any course in which a grade below B is earned. A student in the Doctor of Ministry degree program must complete all degree requirements within a six-year period. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

Students who are not enrolled for more than one academic calendar year must re-apply for admission and are subject to all program policies, guidelines, and requirements in place at the time of re-enrollment. Students who previously attended any of the Mercer campuses and wish to re-enter the University after an absence of more than one calendar year must file for readmission at the Registrar's Office. The student must be in good standing with the University and have a cumulative grade point average of at least 2.0 as an undergraduate or 3.0 as a graduate or professional student. Readmission should be requested at least four weeks prior to the date of anticipated enrollment. The following materials must be submitted to the Registrar's Office:

1. A completed application for readmission. There is no fee.
2. Official transcripts of any college-level work completed at other institutions since leaving Mercer.

Students applying for readmission with less than a 2.0 cumulative grade point average as undergraduates or a 3.0 as graduate or professional students are required to submit a written request to the Dean of the school of their prior enrollment. The letter and application form should be submitted at least four weeks prior to the date of anticipated enrollment.

Generally, readmitted students are permitted to graduate from the University according to the degree requirements set forth in the catalog under which they originally enrolled. However, students who leave the University and are not enrolled for three consecutive years must fulfill the catalog requirements in force at the time of re-enrollment.

Files are purged five years from the last date of attendance. Students who seek readmission after that time, and have attended other institutions, must secure new transcripts from those institutions.

### **PARTICIPATION IN COMMENCEMENT CEREMONIES**

Participation in the graduation ceremony does not necessarily represent conferral of the degree. Degrees are awarded at the ends of terms in which all degree requirements are met. Students may participate in only one ceremony for each degree sought.

Students must meet all degree requirements (including the minimum graduation requirements for cumulative grade-point averages and submission of thesis, when applicable) in order to participate in the Commissioning Service and Commencement ceremony.

### **MERCER UNIVERSITY CREDIT HOUR POLICY**

#### **Purpose and Scope of the Policy**

This policy defines the credit hour at Mercer University in accordance with federal Program Integrity Regulations and requirements of the Southern Association of Colleges and Schools Commission on Colleges. The credit hour policy applies to all courses at all levels (undergraduate, graduate, and professional) that award academic credit regardless of the mode of delivery. Academic units are responsible for ensuring that credit hours are awarded only for work that meets the requirements outlined in this policy.

#### **Federal Definition of a Credit Hour**

For purposes of the application of this policy and in accord with federal regulations, a credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonable approximates

Not less than one hour of classroom or direct faculty instruction and a minimum of two hours out of class student work each week for approximately fifteen weeks for one semester or trimester hour of credit, or ten to twelve weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time, or at least an equivalent amount of work as required outlined in item 1 above for other academic activities as established by the institution including laboratory work, internships, practica, studio work, and other academic work leading to the award of credit hours.

### **Mercer Credit Hour Policy**

Mercer University adheres to the Carnegie unit for contact time: 750 minutes of classroom or direct faculty instruction and a minimum of 1500 minutes of out-of-class student work for each credit awarded. Mercer defines a class hour as 50 minutes. The expectation of contact time inside the classroom and student effort outside the classroom is the same in all formats of a course, whether it is fully online format, a hybrid format, or face-to-face contact with some content delivered by electronic means, or one delivered in lecture or seminar format.

### **Guidelines for the Implementation of Mercer's Credit Hour Policy**

Traditionally-delivered (face-to-face) courses on the 15-week semester: A 3-hour course must have 2250 minutes of classroom instruction. (Law classes meet for 180 minutes each week for a 14-week semester).

**Condensed courses:** Classes meeting on an accelerated schedule will have the same number of instructional minutes (2250 for a 3-hour class) as those taught in the 15-week semester. Courses taught during the 8-week sessions will be scheduled for 285 minutes each week. A faculty member who, with requisite approval by the Dean's office, wishes to move some of the required direct instructional time to a web-based environment or to another out-of-class experience for pedagogical reasons must clearly delineate in the syllabus the additional out-of-class experiences that will substitute for in-class instruction. Such experiences must exceed assignments required for the fully face-to-face version of the course in order to count toward direct instructional time and must be required, structured, and faculty-directed. Faculty are responsible for designing their courses to ensure the required number of direct instructional minutes each week, as well as the expected additional student preparatory work (two hours for each hour of direct instruction). Deans' offices are responsible for reviewing and monitoring any proposed deviations from the regular face-to-face class schedule.

**Hybrid or Online Courses:** A course that is delivered partially or fully online must meet the same requirements of 750 minutes of direct instruction and 1500 minutes of student work per credit hour. Faculty teaching online or hybrid courses must account for 37.5 hours (2250 minutes) of direct instructional time for each 3-credit hour course. The syllabus must clearly delineate direct instructional activities, as well as any required synchronous activities required outside class session times indicated in the schedule. Courses carrying the same course number that are offered both face-to-face and hybrid/online must meet the same learning objectives, be organized around the same or comparable learning activities, and be assessed by similar, comparable assessments.

Activities that count toward direct instructional time include the following:

- In-class instruction
- In-class tests/quizzes
- In-class student presentations

Online lectures/instruction (synchronous or asynchronous)  
Virtual synchronous class meetings  
Case studies  
Group Wiki projects  
Video presentations  
Journal/Blog writing  
Chat rooms  
Discussion boards  
Field trips (including virtual)  
Online tests/quizzes  
Video conferencing  
Virtual labs  
Online content modules  
Service learning  
Group or team-based activities  
Podcasts

**Thesis/Dissertation and Independent Study courses:** Courses where students are working on independent projects, such as in thesis/dissertation hours and independent studies, will conform to the standard minimum of 150 minutes of student work per week over a 15-week semester or the equivalent amount of work distributed over a different period of time for each credit hour awarded. Laboratory classes: One credit hour is assigned for 100 minutes or more of laboratory work per week throughout a 15-week semester.

**Studio classes:** Studio classes conform to the 750 minutes per semester for 1 credit hour requirement described above.

**Performance/Recital/Ensemble:** In accordance with the National Association of Schools of Music recommendations, 1 credit hour of ensemble work or applied music lessons represents a minimum of 3 hours of practice each week, on average, for a period of 15 weeks, plus the necessary individual instruction as defined by the major subject.

**Internships, Clinical Experiences, Student Teaching:** Such experiential, field-based courses require a minimum of 3 hours of student work per week over the 15-week semester for each credit hour awarded. Student work includes clock hours at the field site and meetings with supervisors, as well as outside preparation and assignments. Programs may require more than the minimum 3 hours of student work per credit hour and may be guided by their specific accrediting bodies or applicable state regulations.

**Variable credit courses:** Courses that are available for variable credit must fulfill the Mercer credit hour policy requirements and clearly articulate the expectations of student work for each credit hour.

## CLASS ATTENDANCE

Regular attendance in scheduled class sessions is important to the learning process and especially crucial to the interactive nature of the courses within the School of Theology. Each professor will outline attendance policies for their classes in the course syllabi. Students, however, must attend at least 75% of the scheduled class meetings in order to receive credit for a course. An absence is non-attendance of a scheduled class for any reason, including but not limited to, other courses, illness, work schedule, conferences, interviews, social events, church related activities, or other activities.

Attendance in fully online courses is defined as regular and continuous online presence and participation. The following indicators, based on Federal Student Loan policies, will guide an instructor's determination that a student has been in regular and continuous attendance in a fully online course:

- Timely student submission of an academic assignment or online activity;
- Student submission of an exam or quiz
- Documented student participation in and engagement with computer-assisted instruction (evidence of logging in alone will not satisfy this requirement);
- Participation in a required discussion forum, a blog posting, or online journal entry showing engagement with course content;
- Attendance in required synchronous sessions;
- Participation in required group work;
- An email from the student or other documentation showing the student-initiated contact with the instructor for the purpose of discussion or clarification of course content;
- Any other indicator of attendance that is identified in the syllabus.

The instructor will determine the configuration for attendance based upon the indicators above. If a student shows no online activity for 25% of the term (4 weeks for a semester; 2 weeks for a summer course, etc.), the student will fail the course. Grades will be reduced for not turning in assignments or participating in online sessions.

Because the programs are professional level, the School assumes that students have high level of motivation and responsibility. Accordingly, it is expected that students will attend class unless there are significant reasons for being absent. Professors are required to check attendance and keep attendance records. Each professor has the discretion to indicate in the syllabus their policy on absences, late arrival at class, or leaving before the class is over. Repeated lateness or leaving early may be counted as an absence, and the professor may penalize a student's grade for absences, if the professor's policy is stated in the syllabus. If a student is in doubt about the number of absences they have for a given course, it is the student's responsibility to check with the professor.

### **INCLUSIVE LANGUAGE POLICY**

The School of Theology requires all students to use inclusive language in reference to human gender for coursework, theses, and dissertations. Students are encouraged to use inclusive language in reference to divinity for coursework, theses, and dissertations.

### **INTELLECTUAL PROPERTY POLICY**

The purpose of this policy is to determine who may own, control, or use content that has been used in on-line instruction sites.

#### **Faculty**

It is the policy of the School of Theology that individualized content posted on online instruction sites such as Canvas, shall remain the intellectual property of the instructor who produced it. This includes, but is not limited to, syllabi, power point presentations, lecture notes, blog entries and comments, exams, and class handouts. The access to and use of these materials and tools shall be authorized and determined only by the instructor of record.

#### **Students**

It is the policy of the School of Theology that students shall retain all rights to their class work, such

as papers and essays. This also includes work that is posted to on-line learning and discussion platforms, and blog entries and comments. Students will be informed if their on-line work will be retained in the course site beyond the duration of the semester, and whether others will have access to it. If a student's work is retained on a course site, and the work identifies its creator, no grade or evaluative comments from the instructor will be included.

## EXAMINATIONS

Examinations are conducted at scheduled times at the end of each semester. Students must report to the examination at the time scheduled. Changes in the examination schedule may be authorized only by the Associate Dean or Dean. Permission for a make-up examination due to illness or other emergency may be permitted at the discretion of the instructor.

## GRADING SYSTEM

The method and manner of evaluation for course grades are left to the discretion of the course instructor as outlined in the course syllabus. A student may take an examination or submit an assigned project at other than the scheduled time only under extenuating circumstances and with permission from the instructor.

Cumulative grade point averages are computed on a quality point system. The interpretation of the letter grades and their quality point values is as follows:

		Quality Points Per Credit Hour	
A	Excellent	4.0	93%-100%
B+	Good	3.5	89%-92%
B	Good	3.0	82%-88%
C+	Average	2.5	78%-81%
C	Average	2.0	70%-77%
F	Poor	0	Below 70%
FQ	Failure-Quit Attending/Never Attended	0	
S	Satisfactory	*	
U	Unsatisfactory	*	
ABX	Absent from Final Exam (Excused)	*	
IC	Incomplete due to some requirement other than the final examination (Excused)	*	
IP	In Progress	*	
AU	Audit	*	
W	Withdrawal	*	
Z	Grade not Reported	*	

## ABX AND INCOMPLETE POLICY

The grade of ABX denotes that the student was absent from the scheduled final examination because of sickness or another valid and compelling reason that is satisfactory to the instructor. A special examination, to take the place of the one missed, must be taken no later than mid-term of the next semester, or the ABX grade will be changed to the grade of F.

The grade of IC (incomplete) means the student is passing the class but some relatively small part of the semester's work remains incomplete because of illness or another valid and compelling reason that is satisfactory to the instructor.



A grade of “Incomplete” will be assigned if, due to exceptional extenuating circumstances and with the prior approval of both the instructor and Associate Dean, a student is not able to complete the required course work during the semester. All work must be completed by the date set by the professor, but no later than the end of the first full semester following the assignment of the “Incomplete” grade. At that time, the “IC” will be replaced with a letter grade. If the student has not completed the work by the date set by the professor, but no later than the end of the first full semester following the assignment of the “Incomplete” grade, the “IC” will be replaced with a letter grade of “F.”

It is the student’s responsibility to contact the professor before the scheduled final exam date, request an “incomplete,” and agree on a schedule for completing the work, if the student thinks that circumstances warrant the giving of an “incomplete.” Otherwise, work that is not turned in will be given an “F.” A student who receives an “incomplete” should adjust the course load for the next semester in order to allow for time to complete the course work from the previous semester. If a student begins to develop a pattern of requesting “incompletes,” requesting “incompletes” in consecutive semesters or on a recurring basis, the student may be placed on probation.

If the student does not re-enroll in the University after receiving a grade of IC and the work for that class is not completed within 12 months after the IC was assigned, the IC will be changed to a grade of F. All ABX and IC grades must be replaced with traditional grades before degrees can be awarded.

### **IN PROGRESS (IP)**

The IP (in progress) grade is assigned only in courses that require completion of the assigned work beyond the end of the semester. An IP grade may not be given in place of a grade of “incomplete” (IC). To qualify for an IP grade, courses must be approved by the appropriate Dean’s office. All grades of IP will be converted to F (failure) if the work is not completed in one calendar year from the time the IP grade is assigned.

### **REPEATING COURSES**

A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Arts in Christian Ministry or Master of Divinity. No credit is awarded for any course in which a grade below C is earned.

A minimum career grade point average of 3.0 (B) is required for graduation with the Master of Theological Studies degree. No credit is awarded for any course in which a grade below C is earned. No more than two grades of C or C+, in any combination, may be applied toward a graduate degree.

A minimum career grade point average of 3.0 (B) is required for graduation with the Doctor of Ministry degree. Students must also earn a minimum of a "B" in all required courses.

### **The following provisions apply:**

Enrollment documents for such courses will carry “Repeat” added to the course, and this notation will appear also on the class roll and permanent record. Hours of credit will be granted only once. The second grade recorded in the final attempt will prevail, whether it is higher or lower than any previous grade(s) and the final grade will be used in computing the cumulative grade point average. The previous grade(s) will not be deleted from the permanent record. If the original course is no longer a part of the curriculum, an equivalent course may be substituted on the authority of the

department and the Associate Dean. A student may not attempt any individual course more than twice without special permission from the Faculty.

When a course is repeated, the student is subject to the Catalog restriction on the total number of credit hours that may be taken in a single term. With the Associate Dean's approval, a student who has a "C" average or above may, in emergency circumstances, be allowed to take the "repeat" as an overload.

A course may be repeated on an audit basis if a student chooses to do so. A withdrawal grade or an audit in the repeat of a course does not serve to delete the computation of the previous grade(s). Courses originally taken on a letter grade basis may not be repeated on a "satisfactory-unsatisfactory" basis. These provisions are not applicable to repeated work taken by a Mercer student as a transient at another institution.

### **GRADE APPEAL**

If a student disagrees with an assigned course grade, the student is required to initiate an appeal with the appropriate faculty member no later than 30 days from the completion of the term in which the course was offered. Appeals received after the 30-day period will not be honored. Questions may be directed to the Associate Dean's Office.

Students are encouraged to first meet with their instructor to discuss any disagreements regarding a grade. If satisfaction is not achieved, the student may then wish to submit an appeal to the Associate Dean. If satisfaction is not achieved, the student may then wish to submit an appeal to the Dean.

If satisfaction is not reached with the Dean's decision, please refer to the Academic Grievances and Appeals Policies and Procedures in the University Student Handbook.

### **ACADEMIC PROBATION**

#### **M.Div., M.A.C.M., and Non-Degree**

Any student whose current term GPA falls below a 2.5 will be placed on probation. The student must meet with the Associate Dean prior to the next semester to discuss course scheduling and plans for academic improvement. The student will be limited to taking no more than 9 hours of coursework while on probation. The student must then earn a 2.5 GPA or better in the following semester to be removed from probation.

If a student's current term GPA falls below a 2.5 more than two semesters in their seminary career (including admission on probation), the student will be terminated from the program. A minimum career grade point average of 2.5 (C+) is required for graduation with the degree of Master of Divinity or Master of Arts in Christian Ministry.

#### **M.T.S. and D.Min.**

Any M.T.S. or D.Min. student whose current term GPA falls below a 3.0 will be placed on probation. The student must meet with the Associate Dean prior to the next semester to discuss course scheduling and plans for academic improvement. The student may be limited in the number of hours for enrollment during the probationary period. The student must then earn a 3.0 GPA or better in the following semester to be removed from probation. If a student's current GPA falls below a 3.0 more than two semesters in their program (including admission on probation), the

student will be terminated. A minimum career grade point average of 3.0 (B) is required for graduation with the degree of M.T.S. or D.Min.

### **WITHDRAWING FROM A COURSE**

A student may withdraw from a course with a grade of “W” after the course change period and on or before the last day for withdrawals as shown in the current calendar. Dates for withdrawals from special short courses are set by the appropriate division chairperson or Dean. For these withdrawals, the grade of “W” will be recorded on the student’s grade report and on the permanent record. These withdrawals are not used to compute grade point averages. To withdraw officially, a student must complete a Course Change Request (obtained from the Registrar’s Office). If the official withdrawal is not completed within the time limits described, a grade of “F” will be assigned if the student discontinues class attendance and performance. (See TERM WITHDRAWAL)

### **PERMANENT DISMISSAL**

Students may be permanently dismissed from the School of Theology for any of the following reasons:

- Failing to meet the academic standard their first semester after being admitted on probation
- Failing to meet the academic standard after being placed on academic probation two times
- Violation of the Mercer Code of Conduct (See Mercer Catalog)
- Violation of the McAfee Honor Code (See Student Handbook)

Students who are permanently dismissed may not apply for readmission.

### **REQUIRED LEAVE OF ABSENCE**

In the case of extenuating circumstances that impede a student’s ability to make suitable academic progress, the student may be required to take a leave of absence for a semester or longer. These circumstances include, but are not limited to:

- Medical emergencies, chronic illnesses, etc.
- Mental or emotional challenges
- Personal issues such as divorce, loss of a family member, etc.

Before returning to class, the student must have a meeting with the Associate Dean and show evidence of having dealt with the issues that required the leave of absence and the ability to complete the degree program within the specified time limits.

### **WITHDRAWAL FROM THE SCHOOL OF THEOLOGY**

Term withdrawal (resignation) from the University occurs when a student officially withdraws from all courses in which s/he is enrolled at any time after the end of the drop/add deadline for a given session and semester. Please note that a student must withdraw from all sessions of a semester in order to complete a term withdrawal. The effective date of withdrawal is the date the form is received by the Office of the Registrar. Grades of W will be awarded for all of a student's courses when s/he officially withdraws before the published withdrawal deadlines for each session and semester. In order to receive grades of W, a student must complete the Term Withdrawal Form and submit it to the Office of the Registrar by the published deadline. A student who withdraws after the deadline must complete the form for official withdrawal, but grades of F will be recorded for their classes. In extreme personal circumstances and with appropriate documentation, a student may

appeal to the Associate Dean of their college to have grades of W awarded when officially withdrawing after the deadline.

Non-attendance or ceasing to attend a course(s) does not constitute an official schedule change, course withdrawal, or term withdrawal. Failure to officially withdraw will result in academic and financial penalties.

A student who withdraws from a course or from the University when a disciplinary action or honor code violation is pending is not necessarily exempt from a sanction and the final outcome may disqualify the student from receiving a refund.

Information on Mercer's refund policies can be found in the "Financial Information" section of the Mercer University catalog.

## **LEAVE OF ABSENCE**

### **Approved Leave of Absence**

A student who is on an approved leave of absence retains in-institution status for Title IV loan repayment purposes. However, if the student does not return from a leave of absence, the student's loan grace period starts at the date the leave began.

Generally, only one leave of absence may be granted within a 12-month period. The University may grant one additional leave of up to 30 days for a reason not defined in the regulations, if it determines that the leave is necessary due to unforeseen circumstances.

Jury duty, military service, and conditions covered by the Family and Medical Leave Act are acceptable reasons for granting an additional leave.

### **Unapproved Leave of Absence**

An unapproved leave of absence is a leave granted by the University for academic reasons that do not meet the conditions of the Title IV regulations for an approved leave of absence. However, this unapproved leave of absence must be treated as a withdrawal for Title IV purposes. For a student who takes a leave of absence that does not meet the requirements for approval, the withdrawal date is the date that the student began the leave of absence.

## **REFUND AND WITHDRAWAL POLICIES**

Please see the current Refund Policy located online at <http://bursar.mercer.edu/atlanta/refund-checks/> and the Withdrawal Policy located online at <https://bursar.mercer.edu/macon/withdrawal/>

## **CHANGE OF DEGREE PROGRAM**

### **Students currently enrolled in the M.Div. program**

These students may change to the M.A.C.M. degree program. This constitutes a change in program/major. Courses taken in the M.Div. degree program that apply to the new degree program curriculum may be applied.

Required: (1) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (2) Submitted to the Atlanta Registrar's Office.

**Students currently enrolled in the M.A.C.M. program**

These students may move to the M.Div. degree program. This constitutes a change in program/major. Courses taken in the M.A.C.M. degree program that apply to the new degree program curriculum may be applied.

Required: (1) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (2) Submitted to the Atlanta Registrar's Office.

**Students changing from or to the M.T.S. program**

A currently enrolled M.Div. or M.A.C.M. student may move to the M.T.S. degree program if the student meets the minimum undergraduate GPA of 3.0; has at least a 3.0 GPA on their School of Theology coursework; completes an interview with the Director of the M.T.S degree program discussing their scholarly interests and goals; and completes a Program/Major Change Form. Courses taken in the M.Div. or M.A.C.M. degree program that apply to the M.T.S. curriculum may be applied. Required: (1) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (2) Signed approval by the Associate Dean and Director of the M.T.S. program. (3) All documentation submitted to the Associate Dean. This constitutes a change in program/major.

A currently enrolled M.T.S. student may move to the M.Div. or M.A.C.M. degree. This constitutes a change in program/major. Courses taken in the M.T.S. degree program that apply to the M.Div. or M.A.C.M. curriculum may be applied. Required: (1) Admissions essay on Christian pilgrimage. (2) Recommendation from their pastor or church leader. (3) Documentation (Program/Major Change Form), signed by the student, indicating that a change in program/major is requested. (4) Signed approval by the Associate Dean and Director of the M.T.S. program. (5) All documentation submitted to the Associate Dean.

Note: For completion of the M.Div., M.A.C.M, and M.T.S degrees please see minimum residency requirements and maximum time allowed for completion of degree.

**Students previously enrolled in a master's level program**

Although previously enrolled in a master's level program, these students did not complete the degree. These students have been absent from Mercer for more than one semester, but are in good academic standing.

These students must apply for readmission by submitting an application for re-admission and a letter of intent to the Dean. If the student attended another institution in the interim, an official transcript must also accompany the application.

Students who seek readmission after 5 years must reapply through the Office of Admissions.

**Note:** For completion of a master's degree program there is a minimum residency requirement of three credit hours.

**FINANCIAL INFORMATION**

Due to the generous contributions of Mercer University, supporting churches, and our educational partners, the School of Theology is one of the most affordable options for theological education. M.Div., M.A.C.M., M.T.S. and Non-Degree (for credit) programs are charged at \$525 per credit hour. D.Min. tuition is charged at \$500 per credit hour. Merit scholarships are available to Masters students who qualify. Eligibility is based on an undergraduate GPA and evaluation of each candidate's total admissions application, including potential for leadership in service and vocation.

### **Estimated Student Cost to Attend After Tuition Grant 2024-2025 Academic Year**

M.Div. (estimate 26 hours per year)	\$13,650.00
M.A.C.M. (estimate 18 hours per year)	\$9,450.00
M.T.S. (estimate 24 hours per year)	\$12,600.00
D.Min. (estimate 9 hours per year)	\$4,500.00
Facilities and Technology Fee (required fee, full-time students)	\$300.00

\* Tuition rates and fees are estimated and subject to change

### **Health Insurance**

Required, unless students show proof of existing coverage

### **Tuition and Enrollment in Combined Degree Programs**

Tuition will be charged at the host college rate. For example, students enrolled simultaneously in Theology courses and the College of Professional Advancement courses will pay the Theology rate for their Theology courses and the College of Professional Advancement rate for their Counseling courses.

Degrees will be awarded only at the completion of all curriculum requirements for both degree programs.

Students who wish to withdraw from a combined degree program and complete only the Master of Divinity degree must formally close the combined degree program by submitting a letter to the appropriate School and the Registrar requesting withdrawal from the non-School of Theology degree program and closing their enrollment. The student will need to consult with the appropriate department about this issue. The student must notify the McAfee School of Theology of their change in program and complete the catalog requirements under which they entered or the current catalog for the School of Theology.

### **Scholarships and Grants**

#### **Merit-Based Scholarship Levels**

Merit-based Scholarships are awarded by the School of Theology to incoming Master's degree seeking students with commendable academic and leadership achievements. Those desiring consideration for merit-based awards must complete the application for admission and an interview with staff or faculty. Candidates should demonstrate a strong academic profile, excellent writing skills, and outstanding recommendations. Merit-based scholarships are awarded for up to three years (residential program) or four years (online program) and up to seventy-eight hours of study for the M.Div., up to two years (residential program) or three years (online program) and 38 hours of study for the M.A.C.M., and up to two years and 48 hours of study for the M.T.S. Scholarship recipients must enroll as full-time students and must maintain a 3.0 GPA for the duration of their program. The Scholarship application deadline for Fall is January 15 and for Spring admission is October 1. Students may still be awarded scholarships after the Spring and Fall deadlines based upon availability of funds and date of the completed application. Please see Theology Student Handbook and merit Scholarship Contract for details in maintaining eligibility.

\*An alternative interview time may be arranged for students who are outside the United States or in other extenuating circumstances.

## **PROGRAMS OF STUDY**

### **MASTER OF ARTS IN CHRISTIAN MINISTRY DEGREE PROGRAM (M.A.C.M.)**

The Master of Arts in Christian Ministry is a 38-hour professional credential that can be taken in residence (two years full-time) or online (three years, cohort based), designed to prepare individuals for competent leadership in specialized ministries in their faith communities. The degree seeks to develop the general theological understanding required as a basis for local church ministries and nurture the practical abilities and skills needed in that setting. Students may specialize in one of three areas: Congregational Ministry, Community Engagement, or Faith Formation.

The Congregational Ministry Specialization focuses on developing knowledge and skills for leadership in diverse congregational settings. Specialization electives may focus on various aspects of church life such as preaching, pastoral care, and teaching. Students will work with their Faculty Advisor to determine which elective courses best fit their focus.

The Community Engagement Specialization focuses on engagement in local and global communities to affect social justice, policy change, and community transformation. Specialization electives may focus on various aspects of justice, advocacy, and community development. Students will work with their Faculty Advisor to determine which elective courses best fit their focus.

The Faith Formation Specialization focuses on nurturing individual and communal faith journeys through Christian discipleship, spiritual growth, and personal reflection. Specialization electives may focus on spiritual practices, care of the soul, emotional intelligence, sacred listening, embodiment, and story. Students will work with their Faculty Advisor to determine which elective courses best fit their focus.

### **Master of Arts in Christian Ministry (M.A.C.M.) Student Learning Outcomes**

SLO 1 Master of Arts students will be able to exhibit foundational knowledge of basic biblical content and varied approaches to studying biblical literature.

SLO 2 Master of Arts students will be able to analyze Christian doctrine and its influence on the church today.

SLO 3 Master of Arts students will be able to construct appropriate responses to cultural change on ministerial contexts.

SLO 4 Master of Arts students will be able to reflect on the development of their own spiritual maturity.

SLO 5 Master of Arts students will be able to integrate knowledge of leadership skills into their practice of ministry.

SLO 6 Master of Arts students will be able to creatively and effectively communicate their faith through teaching.

### **Master of Arts in Christian Ministry (M.A.C.M.) Curriculum Overview**

<b>Course Name</b>	<b>Course #</b>	<b>Credits</b>
<b><u>Biblical Studies: 6 hours</u></b>		
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
<b><u>Historical &amp; Theological Studies: 6 hours</u></b>		
Foundation in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
<b><u>Global &amp; Cultural Studies: 6 hours</u></b>		
Global Perspectives in Ministry & Mission	THPT 500	3
Cultural Context Elective	_____	3
<b><u>Moral &amp; Spiritual Formation Studies: 5 hours</u></b>		
Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Ethics	THET 500	3
<b><u>Ministerial &amp; Public Leadership: 3 hours</u></b>		
Choose at least 3 hours:	_____	3
Leadership in Context	THPT 701	
Leadership & Polity in the Church	THPT 702	
**Clinical Pastoral Education Unit 1	THPT 703	
<b><u>Specialization. Choose from Congregational Ministry, Community Engagement, or Faith Formation: 12 hours</u></b>		
Elective in area of specialization	_____	3
Elective in area of specialization	_____	3
Elective in area of specialization	_____	3
Elective in area of specialization	_____	3



## Total Hours for M.A.C.M: 38

\*The M.A.C.M. degree program is designed as a (minimum) two-year program with a maximum of ten (10) credit hours per semester (Fall/Spring).

\*\* Clinical Pastoral Education Unit 1 (THPT 703) is a 6-credit hour pass/fail course. M.A.C.M. students who complete CPE for their internship requirement will use 3 hours to satisfy the Ministerial & Public Leadership requirement and 3 hours for elective credit.

## Graduation Requirements

Minimum 2.5 GPA, completion of course requirements and 38 hours, and maximum completion time of six years.

### Master of Arts in Christian Ministry Degree, 2-Year Sequence, 38 Hours (Residential Format)

		<b>Fall Entry</b>	
		<b>Fall</b>	<b>Spring</b>
<b>Year 1</b>	THOT 500 Foundations in Old Testament		THNT 500 Foundations in New Testament
	THCH 500 Foundations in Church History		THTP 500 Foundations in Theology
	Elective		Elective
	THSP 511 Spiritual Formation 1		THSP 512 Spiritual Formation 2
		<b>10 hours</b>	<b>10 hours</b>
<b>Year 2</b>	Cultural Context Elective		THPT 500 Global Perspectives in Ministry & Mission
	Elective		THET 500 Ethics
	THPT 701 Leadership in Context* or Elective		THPT 702 Leadership & Polity in the Church* or Elective
		<b>9 hours</b>	<b>9 hours</b>

\*Choose either THPT 701 or THPT 702 (3 hours each, internship-based) or CPE (6 hours). CPE may be completed in the Summer Term.

### Master of Arts in Christian Ministry Degree, 3-Year Sequence, 38 Hours (Online Format)

		<b>Fall Entry</b>	
		<b>Fall</b>	<b>Spring</b>
<b>Year 1</b>		THNT 500 Foundations in New Testament	THOT 500 Foundations in Old Testament
		THCH 500 Foundations in Church History	Elective
		THSP 511 Spiritual Formation 1	THSP 512 Spiritual Formation 2
		<b>7 hours</b>	<b>7 hours</b>
<b>Year 2</b>		THTP 500 Foundations in Theology	Cultural Context Elective
		THET 500 Ethics	Elective
		<b>6 hours</b>	<b>6 hours</b>
<b>Year 3</b>		THPT 701 Leadership in Context* or Elective	THPT 702 Leadership & Polity in the Church* or Elective
		THPT 500 Global Perspectives in Ministry & Mission	Elective
		<b>6 hours</b>	<b>6 hours</b>

\*Choose either THPT 701 or THPT 702 (3 hours each, internship-based) or CPE (6 hours). CPE may be completed in the Summer Term.

## **MASTER OF DIVINITY DEGREE (M.Div.)**

The Master of Divinity Degree program is a 78-hour professional degree program that can be taken in residence (three years full-time) or online (four years, including summers), that prepares persons for ordained ministry and for general pastoral and religious leadership in congregations and other settings. The M.Div. is structured to give students foundational tools for ministry, integrating the academic, spiritual, and practical components of theological education.

### **Master of Divinity (M.Div.) Student Learning Outcomes**

SLO 1 Master of Divinity students will be able to clearly communicate the biblical traditions, including nuances of interpretation, that advance God’s justice in the world.

SLO 2 Master of Divinity students will be able to critique historical Christian doctrine in light of contemporary cultural diversity.

SLO 3 Master of Divinity students will be able to construct appropriate responses to cultural change on ministerial contexts.

SLO 4 Master of Divinity students will be able to reflect on the development of their own spiritual maturity.

SLO 5 Master of Divinity students will be able to integrate knowledge of leadership skills into their practice of ministry.

SLO 6 Master of Divinity students will be able communicate the Christian faith, through both written and oral methods, to inspire people to act with justice.

### **Master of Divinity (M.Div.) Curriculum Overview**

Seventy-eight (78) credit hours are required for completion of the Master of Divinity degree.

<b>Course Name</b>	<b>Course #</b>	<b>Credits</b>
<b><u>Religious Heritage: 27 hours</u></b>		
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)	THBL _____	3
Or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)	THBL _____	3
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

**Personal, Communal, & Spiritual Formation: 15 hours**

Spiritual Formation 1 & 2	THSP 511	1
	THSP 512	1
Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
Emotional Intelligence in Ministry & Leadership	THPT 502	3

**Cultural Context: 9 hours**

Global Perspectives in Ministry & Mission	THPT 500	3
Elective in Comparative Religions	_____	3
Cultural Context Elective	_____	3

**Ministerial & Public Leadership: 12 hours**

What You Do is a Sacred Calling: Nurturing Faith in Ministry Preaching	THPT 505	3
	THPT 506	3

Choose 6 hours from the following Ministry Courses:	THPT _____	3
	THPT _____	3

THPT 503 Spiritual Care through Crisis Ministry  
 THPT 507 The Theology & Art of Gathering God's People  
 THPT 608 Mission Methodology & Practice  
 THPT 647 Trauma Stewardship  
 THPT 650 Spiritual Direction  
 THPT 652 Gender & Sexuality  
 THPT 680 Change & Conflict  
 THPT 800 Special Topics: Death & Dying  
 THPT 800 Special Topics: Proctor Conference  
 \*or other THPT ministry course(s)

**Practicum/Internship: 6 hours**

Choose either THPT 703 or THPT 701 & 702 6  
 Clinical Pastoral Education Unit 1 (THPT 703) (6 hours)  
 or  
 Leadership in Context (THPT 701) (3 hours)  
 and Leadership & Polity in the Church (THPT 702) (3 hours)

**Electives: 9 hours****Total Hours for Master of Divinity: 78**

\*The M.Div. degree program is designed as a (minimum) three-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring).

**Graduation Requirements**

Minimum 2.5 GPA, completion of course requirements and 78 hours, and maximum completion time of eight years.

**Master of Divinity Degree, Suggested 3-Year Sequence, 78 hours  
Fall Entry**

	<b>Fall</b>	<b>Spring</b>
<b>Year 1</b>	THBL 501 or THBL 511 Hebrew or Greek Exegesis 1 THOT 500 Foundations in Old Testament THCH 500 Foundations in Church History THPT 505 What You Do is a Sacred Calling: Nurturing Faith in Ministry THSP 511 Spiritual Formation 1  <p style="text-align: right;"><b>13 Hours</b></p>	THBL 502 or THBL 512 Hebrew or Greek Exegesis 2 THNT 500 Foundations in New Testament THTP 500 Foundations in Theology THPT xxx Choose a Ministry Course THSP 512 Spiritual Formation 2  <p style="text-align: right;"><b>13 Hours</b></p>
<b>Year 2</b>	THNT xxx Choose a New Testament Elective THPT 502 Emotional Intelligence in Ministry & Leadership THPT 701 Leadership in Context* THPT 506 Preaching THPT 511 Vocational Formation 1  <p style="text-align: right;"><b>13 Hours</b></p>	THPT xxx Choose a Ministry Course THPT 500 Global Perspectives in Ministry & Mission THPT 702 Leadership & Polity in the Church* THET 500 Ethics THPT 512 Vocational Formation 2  <p style="text-align: right;"><b>13 Hours</b></p>
<b>Year 3</b>	THTP xxx Theology Elective THPT Comparative Religions Elective THSP xxx Spirituality Elective Elective THPT 513 Ministerial Integration 1  <p style="text-align: right;"><b>13 Hours</b></p>	THxx xxx Choose a Cultural Context Elective THOT xxx Choose an Old Testament Elective Elective Elective THPT 514 Ministerial Integration 2  <p style="text-align: right;"><b>13 Hours</b></p>

\*Choose either THPT 701 & THPT 702 (3 hours each, internship-based) or CPE (6 hours, internship-based).

**Master of Divinity Degree, 4-Year Sequence Online, 78 hours  
Fall Entry, Summers Required**

	Fall Term	Spring Term	Summer Term
<b>Year 1</b>	THBL xxx Language 1	THBL xxx Language 2	THSP xxx Spirituality Elective
	THCH 500 Foundations in Church History	THOT 500 Foundations in Old Testament	THOT xxx Old Testament Elective
	THSP 511 Spiritual Formation 1	THSP 512 Spiritual Formation 2	
	<b>7 hours</b>	<b>7 hours</b>	<b>6 hours</b>
<b>Year 2</b>	THNT 500 Foundations in New Testament	THPT 502 Emotional Intelligence	THPT xxx Choose a Ministry course
	THTP 500 Foundations in Theology	THPT 505 What You Do is a Sacred Calling	THPT 506 Preaching
	THPT 511 Vocational Formation 1	THPT 512 Vocational Formation 2	
	<b>7 hours</b>	<b>7 hours</b>	<b>6 hours</b>
<b>Year 3</b>	THPT 500 Global Perspectives	Choose a Comparative Religions Elective	THNT xxx New Testament Elective
	THPT 701 Leadership in Context*	THPT 702 Leadership & Polity in the Church*	Choose a Cultural Context Elective
	THPT xxx Choose a Ministry course	Elective 1	
	<b>9 hours</b>	<b>9 hours</b>	<b>6 hours</b>
<b>Year 4</b>	THET 500 Ethics Elective 2	THTP xxx Theology Elective Elective 3	
	THPT 513 Ministerial Integration 1	THPT 514 Ministerial Integration 2	
	<b>7 hours</b>	<b>7 hours</b>	

\*Choose either THPT 701 & THPT 702 (3 hours each, internship-based) or CPE (6 hours, internship-based).

### Master of Divinity Embedded Certificates

The embedded certificates provide students with opportunities to focus their electives and extra-curricular experiences in areas that relate directly to their vocational goals. Through the certificate, students participate in formative experiences to develop their professional skills in leadership, service, and research.

### Eligibility

Embedded Certificates are open to all School of Theology Master of Divinity students as part of the degree program. Students must complete all requirements of both the Certificate and the M.Div. degree in order to receive the Certificate. Students in the Graduate Certificate in Theological Studies (GCTS) and other Non-Degree Students, as well as M.A.C.M. and M.T.S. students are not eligible to participate in this certificate program.

### Master of Divinity with a Certificate in Christian Ethics

#### Description

The Certificate in Christian Ethics is designed for students who recognize the centrality of moral character, moral discernment, and moral witness in Christian discipleship, ministry, and church life, and who are pursuing vocations that will specialize in such efforts.

### **Required Courses**

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THET 600. History of Christian Ethics
- THET 602. Christian Ethics and War
- THET 603. Faith and Politics
- THET 605. Ethics, Law, & Public Policy
- THET 606. African American Traditions in Theological Ethics
- THET 607. Theology & Praxis of Martin Luther King, Jr.
- THET 608. The Ethics of Reconciliation
- THET 611. The Sermon on the Mount
- THET 634. The Book of the Twelve
- THET 652. Forgiveness and Reconciliation
- THET 700. Bioethics
- THET 701. Roman Catholic Ethics
- THET 702. Social Justice & the Old Testament
- THET 706. Ethics of Human Dignity
- THET 707. Christian Sexual Ethics
- THET 708. Theology After the Holocaust
- THET 709. Dietrich Bonhoeffer
- THET 710. Theology and Economics
- THET 711. The Teachings of Jesus
- THET 800. Special Topics
- Other classes as approved by Advisor

### **Professional Formation**

Students will complete one experience in each of the following areas of professional formation:

- Present a paper at an academic conference; speak in chapel at Mercer; offer teaching or preaching in a church on an ethical theme; or participate in published research related to ethics with a School of Theology professor; or publish an article or blog on an ethical theme
- Participate in an academic conference such as the Society of Christian Ethics or American Academy of Religion (AAR).
- Participate in a Mercer on Mission or McAfee Mission Immersion experience; participate in a course with a service-learning component; or engage in Christian moral witness (Advocacy) on a public policy issue, such as immigration reform or the death penalty, at the local, state, or national level

## **Master of Divinity with a Certificate in Congregational Ministry**

### **Description**

The Certificate in Congregational Ministry is designed for students with a vocational calling to church ministry. Students will engage in courses and professional formation that will augment their knowledge and skills for leadership, preaching, pastoral care, and faith formation in diverse congregational settings.

### **Required Courses**

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses that will strengthen their ministry focus, i.e. preaching, youth ministry, Christian education, church administration/leadership, etc. Students will choose from the following courses:

- THPT 501. Leadership for Church & Community
- THPT 503. Spiritual Care through Crisis Ministry
- THPT 507. The Theology & Art of Gathering God's People
- THPT 620. Ministry with Children
- THPT 622. Ministry with Adults
- THPT 623. Church Pedagogy & Curriculum Development
- THPT 624. Theological Approaches to Christian Education
- THPT 625. Women: Believing, Worshiping, & Ministering
- THPT 646. Counseling Couples in the Congregation
- THPT 670. The Practice of Preaching
- THPT 671. Preaching & Film
- THPT 680. Change & Conflict
- THPT 691. Worship in the African American Church
- THPT 800. Special Topics
- Other classes as approved by Advisor

### **Professional Formation**

Students will complete one experience in each of the following areas of professional formation:

- Serve as an officiant at a funeral, wedding, baby dedication, communion or baptism; serve on a committee to plan worship for chapel at the School of Theology; serve as a staff member at Passport Camp; serve as a director of a mission trip, Vacation Bible school, or retreat; or other ideas as approved by Advisor
- Present a paper at a professional conference (AAR/SBL, NABPR, CEA, etc.); preach a sermon in chapel at the School of Theology or at the Festival of Preachers; or other ideas as approved by Advisor
- Write and publish curriculum for Sunday School, Vacation Bible School, or retreat; write a series of devotions for Smyth & Helwys Publishers; other ideas as approved by Advisor

## **Master of Divinity with a Certificate in Faith-Based Social Transformation**

### **Description**

This certificate is for students seeking to engage in advocacy work, community organizing, ecclesial transformation, and related forms of social, political, and economic witness from a Christian basis. Such work can either be a part of congregational ministry; local, national, or international nonprofit work; social justice activism; or involve the delivery and governance of public education, health, welfare, prison injustice, food scarcity, or housing. This certificate provides an opportunity for students to build the networks needed for this work with others outside of the McAfee community who share a similar sense of vocation and a framework for students seeking to learn how to address the political dimensions of cultivating thriving communities.

### **Required Courses**

Students will complete 9 hours of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THET 602 Christian Ethics and War
- THET 800 Special Topics: Feminist & Womanist Ethics
- THNT 800 Special Topics: The Bible and Critical Theories
- THNT 800 Special Topics: Womanist/Feminist Biblical Hermeneutics unto Preaching
- THOT/ET 702 Social Justice & the Old Testament
- THOT 704 The Theology of Exile
- THPT 503 Spiritual Care Through Crisis Ministry
- THPT 605 Why did the Buddha Cross the Road? Asian Worldviews, Religions, and Philosophies
- THPT 608 Mission Methodology & Practice
- THPT 614 Why Can't We All Just Get Along? Interreligious Dialogue and Christian Faith
- THPT 680 Change & Conflict
- THPT 800 Special Topics: Proctor Conference
- THPT 800 Prophetic Preaching
- THTP 601 Christian Theology & Culture
- THTP 602 Suffering & Evil
- THTP 709 Theology & Ethnography
- THTP 710 Theology & Economics
- THTP 714 Political Theology
- \*Other courses approved by Advisor

### **Professional Formation**

Students will complete one experience in each of the following areas of professional formation:



- A community-based collaborative research project in a local church and/or community using critical theoretical concepts.
- At least one semester of contextual education in a church or community organization setting where the student can engage in advocacy and non-profit work.
- A professional activity where the student presents a paper at a regional AAR/SBL, speaks in chapel, leads a workshop, or other presentation as approved by advisor.

## **Master of Divinity with a Certificate in Interfaith Dialogue**

### **Description**

The Certificate in Interfaith Dialogue is designed for students who recognize that global peace and reconciliation is possible only when adherents of the world's religions recognize their mutual dependence upon each other, learn to understand each other, and determine to work together to meet global challenges. The Certificate program helps students to frame an adequate theology of religions from within the Christian tradition that can serve as a foundation for dialogue and collaboration with persons of other faiths.

### **Required Courses**

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THPT 600. Cultural Intelligence
- THPT 602. Judaism: History, Thought and Practice
- THPT 603. Islam: History, Thought and Practice
- THPT 604. Whatever Happened to Abram's Children? Judaism, Christianity and Islam Today
- THPT 605. Why Did the Buddha Cross the Road? Asian Worldviews, Religions and Philosophies
- THPT 606. A Brother By Any Other Name? Cultural Lenses and the Faces of Jesus
- THPT 607. Who Moved the Equator? The Global Church in a Multicultural World
- THPT 614. Why Can't We All Just Get Along? Interreligious Dialogue and Christian Faith
- THPT 610. Field Research in Congregations and Communities
- THCH 713. Interweaving Faiths: Christian & Muslim Histories
- THTP 709. Theology and Ethnography
- Other classes as approved by Advisor

### **Professional Formation**

Students will complete one experience in each of the following areas of professional formation:

- Serve in a multi-cultural context through internships and/or other forms of placement, participate in a Mercer on Mission or McAfee Mission Immersion experience, or participate in one of the courses above with a service-learning component

- Present a paper at an academic conference, speak in chapel at Mercer or the School of Theology, preach and/or teach in a local congregation on a theme related to interfaith dialogue and collaboration, or research, write, and/or publish in the area of interfaith dialogue
- Advocate together with persons of other religious faiths for justice issues in local and national communities or on behalf of persons of other faith traditions

### **Master of Divinity with a Certificate in Spiritual Care Description**

The Certificate in Spiritual Care is designed for students who are called to ministries of emotional support and spiritual guidance in a variety of settings, including congregations, public and private institutions, and community ministries. The Certificate offers two areas of focus. The chaplaincy/pastoral care focus prepares students for vocations as **chaplains** in institutional settings (e.g., hospitals, prisons, military, universities) or as ministers of pastoral care in congregational settings. The spiritual formation focus prepares students for careers as **spiritual directors** in congregational or other settings.

The Certificate requires nine credit hours of advanced elective coursework in pastoral theology and spirituality, a contextual ministry placement in the practice of pastoral care or spiritual formation, and a final written self-reflective paper or project. Its coursework and training activities emphasize self-reflective learning that integrates theological knowledge, practical skills, and awareness of one's personal identity, relational abilities, cultural awareness, and spiritual commitments.

### **Required Courses**

Students will complete 9 hours of Advisor approved courses of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- *Chaplaincy/Pastoral Care Focus*
  - THPT 503 Spiritual Care through Crisis Ministry
  - THPT 642 Spiritual Care with Addicted Persons
  - THPT 643 Spiritual Care through the Interpretation of Dreams
  - THPT 644 Toward a Theory & Practice of Love
  - THPT 645 Spiritual Care with African American Families
  - THPT 646 Counseling Couples in the Congregation
  - THPT 647 Trauma Stewardship
  - THPT 648 Pastoral Care with Women
  - THPT 649 Coaching for Spiritual Growth
  - THPT 650 Spiritual Direction
  - THPT 651 Forgiveness and Reconciliation
  - THPT 652 Gender & Sexuality
  - THPT 704. Clinical Pastoral Education Unit 2
  - THPT 800 Special Topics: Subtitle

- Other courses approved by Advisor
- *Spiritual Formation Focus*
  - THCH 701/THSP 701 Classics of Christian Devotion
  - THCH 703/THSP 703 Celtic Christianity
  - THCH 712/THSP 712 Contemplation in a World of Action
  - THSP 601 Spiritual Disciplines for Christian Spiritual Formation
  - THSP 602 Christian Pilgrimage
  - THSP 642 Spiritual Care with Addicted Persons
  - THSP 643 Spiritual Care through the Interpretation of Dreams
  - THSP 649 Coaching for Spiritual Growth
  - THSP 650 Spiritual Direction in Ministry
  - THSP 706 Creation Theology, Spirituality, and the Arts
  - THSP 800 Special Topics: Subtitle
  - Other courses approved by Advisor

### **Professional Formation**

Students will complete one experience in each of the following areas of professional formation:

- **Contextual Education Placement:** Students in the chaplaincy/pastoral care focus will complete a unit of clinical pastoral education (CPE) at an ACPE-accredited training center. Students in the spiritual direction specialization may complete: (1) a unit of CPE; (2) at least one semester of contextual education in a church or community organization setting where providing spiritual formation to individuals or groups is a significant component of their responsibilities; or (3) one semester of supervised teaching ministry (THPT 626) with a focus on spiritual formation
- **Personal Spiritual Direction or Counseling:** Since competent and ethical practice of spiritual care necessitates self-reflection, personal growth, and attending to one's own physical, emotional, and spiritual well-being, students in the Certificate in Spiritual Care are expected to participate in activities geared toward their ongoing formation, growth, and well-being. This can include participating in days of reflection, spiritual retreats, counseling, or spiritual direction, as well as personal practices of self-care and students should complete at least 6 hours of activity per academic year
- **Final Reflection Paper:** In the final year of their program, students will complete a four-to-six-page paper documenting their understanding of their professional identity and how it influences their conduct as a spiritual care provider

Note: Completion of the Certificate in Spiritual Care does not in itself qualify graduates to become board-certified chaplains or certified spiritual directors. However, the coursework and training experiences will help graduates acquire the foundational knowledge and skills to support their applications for certification.

## **Master of Divinity with a Certificate in Trauma and Theology**

### **Description**

The Certificate in Trauma and Theology is designed for students who recognize the need to address theological responses to trauma within various ministry contexts. Courses listed as eligible advanced electives may examine individual and communal traumas from historical, cultural, theological, pastoral, and/or clinical perspectives. Students who participate in this certificate program will better prepare themselves to minister in response to trauma.

### **Required Courses**

Students will complete 9 hours of advanced electives (beyond the 69 core hours of the M.Div.) from the following courses:

- THOT 701. Social Justice & the Old Testament (with special project)
- THOT 704. The Theology of Exile
- THOT 800. The Psalms & Spiritual Care
- THPT 503. Spiritual Care through Crisis Ministry
- THPT 642 Spiritual Care with Addicted Persons
- THPT 652. Gender & Sexuality
- THPT 800. Special Topics: Subtitle
- THTP 602. Suffering & Evil
- THTP 606. Theology & Science
- THTP 708. Theology After the Holocaust
- THTP 709. Theology & Ethnography
- THTP 800. Special Topics: Subtitle
- THET 707. Christian Sexual Ethics
- Other courses approved by Advisor

### **Professional Formation**

Students will complete one experience in each of the following areas of professional formation:

- Contextual Ministry Placement: Students will complete will one of the following: (1) a unit of CPE; (2) at least one semester of contextual education in a church or community organization setting working with traumatized populations; or (3) one semester of supervised teaching ministry (THPT 626) with a focus on trauma and theology studies.
- Professional Development: attend 8 hours of extra-curricular educational explorations of trauma-related studies over the course of their seminary career. These could include lectures, workshops, conferences, symposia or other venues as approved by the certificate advisor.
- Professional Activity: Students will produce a special capstone project in which they bring their concentration on trauma and theology into a public discourse. Examples might include: presenting a paper at an academic conference; speaking in chapel at Mercer; leading a workshop in a church or community service organization; publishing an essay or editorial; or other options as approved by the certificate advisor.

**ONLINE DEGREE PROGRAMS**

The online Master of Arts in Christian Ministry and Master of Divinity degree programs allow students to remain within their current ministry and professional contexts where they have already established significant ministry roots and community relationships. Within these familiar contexts, students participate in courses that allow for the full integration of learning in the context of communities in which they already are viewed as leaders or have the potential to move quickly into leadership roles.

The online programs allow the School of Theology to complement the mission of Mercer University by extending its reach into churches and neighborhoods far beyond the metropolitan Atlanta area.

Students entering the program must reside in a state or country where Mercer University is authorized to offer distance degree programs and courses to out-of-state residents.

Courses required for the online M.Div. and M.A.C.M. will be offered Mondays, Tuesdays, and Thursdays between 5:30pm and 9:30pm (EST). All students, including those living outside of the Eastern Standard Time zone, are required to attend required synchronous sessions at the prescribed time and be an active participant with their camera on. Students should be aware of differences in time zones when scheduling their courses.

In order to facilitate the communal concerns posed by an online-only degree, students in the online programs enter in a cohort based-system with a prescribed course sequence that will allow them to complete the degree in three years for the M.A.C.M. or four years (including summers) for the M.Div. Requiring students from each entering class to be in all of the same courses together facilitates their familiarity with one another and helps build a strong community of learning.

The university has a robust distance learning support system to facilitate student integration into the life of the university. This includes the student support services outlined on the following university web page: <http://distancelearning.mercer.edu/support-services/>

**MASTER OF THEOLOGICAL STUDIES DEGREE PROGRAM (M.T.S.)**

The Master of Theological Studies (M.T.S.) is a two-year, 48-hour graduate degree program that allows students to craft their own course of study in preparation for future advanced and specialized work in religion and theology, through teaching and research, church leadership, or community and global ministry.

The course of study allows students to concentrate in one of five areas: Bible, Church Music, History/Theology, Ethics, and Practical Theology. All students in the degree program will complete 24 hours of foundational courses. The remaining 24 hours of coursework (directed electives) is flexible, allowing students to focus on their major areas of interest by taking electives in their area, but with direction and approval from their Faculty Supervisors. These directed electives may include courses offered by their Faculty Supervisor or another faculty in that department area, or they could

also include cross-listed courses offered from another department/area that provides interdisciplinary depth to the student's area of interest.

Biblical studies students will complete 12 hours of Hebrew and/or Greek and a further 12 hours of advanced biblical studies tailored to their areas of interest, typically taking electives in the areas of Old and New Testaments. Church Music students will complete 6 hours of specialized courses for their degree from the School of Theology and 18 hours of specialized courses for their degree from the School of Music. Historical/Theological and Ethics students will pursue 24 hours of electives tailored to their areas of interest. Practical Theology students will complete 6 hours of specialized courses for their degree and an additional 18 hours of electives tailored to their areas of interest. Directed electives for Practical Theology students will focus on theoretical, historical, and philosophical foundations for the practices and traditions of religious communities.

Each student will complete a Research Methodology course in the second semester of the first year and either a 60-page thesis or Praxis Project in their final year.

### **Master of Theological Studies (M.T.S.) Student Learning Outcomes**

SLO 1 Master of Theological Studies students will be able to exhibit foundational knowledge of basic biblical content and varied approaches to studying biblical literature in their thesis or praxis project.

SLO 2 Master of Theological Studies students will be able to analyze Christian doctrine and its influence on the church today.

SLO 3 Master of Theological Studies students will produce a thesis or praxis project that exhibits comprehensive knowledge in their area of study.

SLO 4 Master of Theological Studies students will apply advanced research skills in writing their thesis or praxis project.

SLO 5 Each Master of Theological Studies student in biblical studies (and where appropriate in other areas of concentration) will demonstrate working knowledge of biblical Hebrew and koine Greek.

SLO 6 Master of Theological Studies students will be able to creatively and effectively communicate in their thesis or praxis project.

### **Master of Theological Studies (M.T.S.) Curriculum Overview (Thesis Option)**

<i>Course Name</i>	<i>Course #</i>	<i>Credits</i>
<b><u>Core Courses: 24 hours</u></b>		
Philosophy for Theological Thought	THTP 501	3
Foundations in Old Testament	THOT 500	3

Foundations in New Testament	THNT 500	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Research Methodology	THEO 713	2
Thesis Writing 1	THEO 714	2
Thesis Writing 2	THEO 715	2

Courses in Concentration: 24 hours

Total Hours for M.T.S: 48

### **Biblical Studies Concentration: 24 Hours**

Biblical Languages		12 hours
Directed Electives (at least one course must be a cultural context elective)		12 hours
Total Hours for MTS: 48		

### **Church Music Specialization: 24 Hours**

The Theology & Art of Gathering God's People	THPT 507	3 hours
Directed Elective from Theology (at least one course must be a cultural context elective)		3 hours
*Directed Electives from the School of Music		18 hours
Total Hours for MTS: 48		

\*see MTS/MMCM combined degree

### **Ethics Concentration: 24 Hours**

Directed Electives (at least one course must be a cultural context elective)	24 hours
Total Hours for MTS: 48	

### **Historical/Theological Concentration: 24 Hours**

Directed Electives (at least one course must be a cultural context elective)	24 hours
Total Hours for MTS: 48	

### **Practical Theology Concentration: 24 Hours**

Emotional Intelligence in Ministry & Leadership	THPT 502	3 hours
Elective in Spirituality	THSP _____	3 hours
Directed Electives (at least one course must be a cultural context elective)		18 hours
Total Hours for MTS: 48		

## **Master of Theological Studies (M.T.S.) Curriculum Overview (Praxis Project Option)**

<i>Course Name</i>	<i>Course #</i>	<i>Credits</i>
<b><u>Core Courses: 24 hours</u></b>		
Philosophy for Theological Thought	THTP 501	3
Foundations of Old Testament	THOT 500	3
Foundations of New Testament	THNT 500	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3

Research Methodology	THEO 713	2
Internship: Choose from THPT 701, THPT 702, or THPT 703		3
Praxis Project completed as part of a Directed Elective		1

Courses in Specialization: 24 hours

Total Hours for M.T.S.: 48

### **Biblical Studies Specialization: 24 Hours**

Biblical Languages 12 hours

Directed Electives (at least one course must be a cultural context elective) 12 hours

Total Hours for MTS: 48

### **Church Music Specialization: 24 Hours**

The Theology & Art of Gathering God's People THPT 507 3 hours

Directed Elective from Theology (must be a cultural context elective) 3 hours

\*Directed Electives from the School of Music 18 hours

Total Hours for MTS: 48

\*See MTS/MMCM combined degree

### **Ethics Specialization: 24 Hours**

Directed Electives (at least one course must be a cultural context elective) 24 hours

Total Hours for MTS: 48

### **Historical/Theological Specialization: 24 Hours**

Directed Electives (at least one course must be a cultural context elective) 24 hours

Total Hours for MTS: 48

### **Practical Theology Specialization: 24 Hours**

Emotional Intelligence in Ministry & Leadership THPT 502 3 hours

Elective in Spirituality THSP \_\_\_\_ 3 hours

Directed Electives (at least one course must be a cultural context elective) 18 hours

Total Hours for MTS: 48

## **COMBINED DEGREE PROGRAMS**

### **Master of Arts in Christian Ministry (M.A.C.M.) and Master of Science (M.S.) in Organizational Leadership (Nonprofit)**

The M.A.C.M./M.S. in Organizational Leadership, Concentration in Nonprofit Combined Degree Program requires a minimum of 60 semester hours of graduate credit. The combined M.A.C.M./M.S. degree program is available as both a residential format and as online/hybrid format.

The residential format is designed as a two-year program with a maximum of fifteen (15) credit hours per semester (Fall/Spring) and at least one summer term with six (6) hours credit.



The online/hybrid format is designed as a three-year program with a maximum of twelve (12) credit hours per semester (Fall/Spring) and at least one summer term with six (6) hours credit.

In order to meet degree requirements for the M.A.C.M., the student must complete a minimum of 38 hours (at least 29 core hours of study in the School of Theology and at least 9 hours from the College of Professional Advancement). In order to meet degree requirements for the M.S., the student must complete a minimum number of 31 hours (at least 28 core hours of study in the College of Professional Advancement and 3 hours from the School of Theology). The final three hours may be taken as an elective at either the School of Theology or the College of Professional Advancement.

The combined M.A.C.M./M.S. is designed to prepare students for competent leadership in congregational life and nonprofit organizations. It develops theological understanding paired with practical skills needed to navigate the intersection of non-profit work and faith communities. It is ideal for bi-vocational and part-time ministers, lay leaders, and nonprofit organization professionals.

The combined M.A.C.M./M.S. degrees integrate preparation for ministry and lay leadership with preparation for leadership in the nonprofit sector. The combination of the M.S. in organizational leadership with our M.A.C.M. curriculum prepares graduates for a successful leadership career in ministry and in the high-growth nonprofit sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment.

Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement. Admission into one program does not guarantee admission into the other.

Note: The Master of Science in Organizational Leadership, Concentration in Nonprofit requires a minimum of 31 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred. The Master of Arts in Christian Ministry degree requires a minimum of 38 semester hours of graduate credit. No credit will be given for courses taken more than six years prior to the date on which the degree is to be conferred.

## **M.A.C.M./M.S. Curriculum Overview**

### **Theology Core: 29 hours**

#### **Biblical Studies: 6 hours**

Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3

#### **Historical & Theological Studies: 6 hours**

Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3

#### **Global & Cultural Studies: 6 hours**

Global Perspectives in Ministry & Mission	THPT 500	3
Cultural Context Elective	_____	3

**Moral & Spiritual Formation Studies: 5 hours**

Spiritual Formation 1	THSP 511	1
Spiritual Formation 2	THSP 512	1
Ethics	THET 500	3

**Ministerial & Public Leadership: 6 hours**

Leadership in Context	THPT 701	3
Leadership & Polity in the Church	THPT 702	3

**Specialization**

*\*Elective in area of specialization* *\*see below*

*\*Elective in area of specialization* *\*see below*

*\*Elective in area of specialization* *\*see below*

**Master of Science in Organizational Leadership Courses: 31 hours**

*\*Introduction to the Nonprofit Sector* NONP 600 3  
(as Theology Elective in area of specialization)

*\*Nonprofit Governance and Volunteer Administration* NONP 601 3  
(as Theology Elective in area of specialization)

*\*Budgeting for the Nonprofit Sector* NONP 700 3  
(as Theology Elective in area of specialization)

\*\*Students may substitute (with prior approval from both faculty advisors) one to three of the NONP courses listed below for one to three of the NONP courses listed above (NONP 601 and/or 700) if students would be benefitted:

- ORGD 600 – Organization Development & Change: A Leadership Perspective
- ORGD 601 – Organizational Consulting & Leadership Coaching
- ORGD 700 – Building Organizational Culture
- ORGD 701 – Leading the Strategic Planning Process
- HCAL 600 – Introduction to Health Care Systems
- HCAL 601 – Healthcare Leadership
- HCAL 700 – Health Care Policy and Law
- HCA 701 – Health Systems for Budgeting for the Nonfinancial Sector
- ORGD or HCAL Special Topics
- LEAD 604 Leading in Global Organizations
- PSLD 604 Organizational Communication, Conflict Resolution, and Negotiations

Capstone Leadership for the Nonprofit Organization	NONP 701	3
Ethical Challenges in Organization	LEAD 601	3
Applications of Statistical Design	STAT600	3
Theories of Organizational Leadership	LEAD 600	3
Organizational Theory and Behavior	LEAD602	3
Research Strategies for Leaders I	LEAD603	3
Research Strategies for Leaders II	LEAD700	1
Research Strategies for Leaders III	LEAD705	3

**M.A.C.M. Courses: 29 hours**

**M.S. Courses: 31 hours**

**(Shared Courses: 9 hours from CoPA)**

**Total M.A.C.M./M.S.: 60 hours**

## Graduation Requirements

Minimum 3.0 GPA in the College of Professional Advancement classes and 2.5 GPA in the School of Theology classes, completion of course requirements, and 60 hours within maximum timeframe of six years.

## Master of Divinity (M.Div.) and Master of Business Administration (M.B.A.)

The combined M.Div. and M.B.A. degrees integrate a foundation of Business Administration into the local church setting. The Master of Divinity curriculum incorporates up to nine (9) hours of M.B.A. core course work into the seventy-eight (78) hour M.Div. degree. The Master of Business Administration incorporates up to six (6) hours of M.Div. credit into the thirty-six (36) hour M.B.A. degree. A full-time student could expect to finish the two degrees in three years of study, including summer terms.

Applicants must meet the admissions requirement for both the School of Theology and the School of Business and Economics. Admission into one program does not guarantee admission into the other.

## M.Div./M.B.A. Curriculum Overview

### School of Theology Core: 69 hours

Course Name	Course #	Credits
<b><u>Religious Heritage: 27 hours</u></b>		
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)	THBL _____	3
Or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)	THBL _____	3
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

### **Personal, Communal, & Spiritual Formation: 15 hours**

Spiritual Formation 1 & 2	THSP 511	1
	THSP 512	1
Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
**Emotional Intelligence in Ministry & Leadership (as MBA elective)	THPT 502	3

### **Cultural Context: 9 hours**

Global Perspectives in Ministry & Mission	THPT 500	3
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Elective in Comparative Religions	_____	3
Cultural Context Elective	_____	3

**Ministerial & Public Leadership: 12 hours**

What You Do is a Sacred Calling: Nurturing Faith in Ministry	THPT 505	3
Preaching	THPT 506	3
Choose 6 hours from the following Ministry Courses:	THPT _____	3
	THPT _____	3

THPT 503 Spiritual Care through Crisis Ministry  
 THPT 507 The Theology & Art of Gathering God's People  
 THPT 608 Mission Methodology & Practice  
 THPT 647 Trauma Stewardship  
 THPT 650 Spiritual Direction  
 THPT 652 Gender & Sexuality  
 THPT 680 Change & Conflict  
 THPT 800 Special Topics: Death & Dying  
 THPT 800 Special Topics: Proctor Conference  
 \*or other THPT ministry course(s)

**Practicum/Internship: 6 hours**

**Leadership in Context (as MBA elective)	THPT 701	3
Leadership & Polity in the Church	THPT 702	3

**Electives: 9 hours**

*\*Electives in area of specialization (see below): 9 hours*

**School of Business Courses: 30 hours**

*Managerial Economics	BAA 601	3
*Managerial Accounting	BAA 603	3
*Marketing Concepts and Practices	BAA 605	3
Corporation Finance	BAA 609	3
Issues in Business Law & Corp. Responsibility	BAA 604	3
Operations Management Science	BAA 611	3
Ethical Leadership	BAA 613	3
Strategy/Capstone	BAA 699	3
Business Administration Elective (600 Level)	_____	3
Business Administration International Elective (600 Level)	_____	3
**Leadership in Context	THPT 701	3 see above
**Emotional Intelligence in Ministry & Leadership	THPT 502	3 see above

**M.Div. Courses: 69 hours**

**M.B.A. Courses: 30 hours**

**(Shared Courses: 15 hours—6 hrs from School of Theology and 9 hrs from School of Business)**

**Total M.Div./M.B.A.: 99 hours**

**Graduation Requirements**

Minimum 3.0 GPA in MBA classes and 2.5 GPA in M.Div. classes, and completion of course requirements and 99 hours within a maximum timeframe of seven years.

### **Master of Divinity (M.Div.) and Master of Music in Church Music (M.M.C.M.)**

The combined M.Div. and M.M.C.M. degree program provides foundational training for the 21<sup>st</sup>-century minister interested in integrating pastoral care with arts ministry. Students in the program will develop worship leadership skills, gain valuable skills in pastoral care, and deepen the future minister's musical and artistic understanding. The dual degree program culminates in either a thesis or creative project.

Applicants must meet the admissions requirements for both the School of Theology and the School of Music. Admission into one program does not guarantee admission into the other program.

### **Curriculum for the Master of Divinity and the Master of Music in Church Music**

#### **School of Theology Core: 69 hours**

<b>Course Name</b>	<b>Course #</b>	<b>Credits</b>
<b><u>Religious Heritage: 27 hours</u></b>		
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)	THBL _____	3
Or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)	THBL _____	3
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3
<b><u>Personal, Communal, &amp; Spiritual Formation: 15 hours</u></b>		
Spiritual Formation 1 & 2	THSP 511	1
	THSP 512	1
Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
Emotional Intelligence in Ministry & Leadership	THPT 502	3
<b><u>Cultural Context: 9 hours</u></b>		
Global Perspectives in Ministry & Mission	THPT 500	3
Elective in Comparative Religions	_____	3
Cultural Context Elective	_____	3
<b><u>Ministerial &amp; Public Leadership: 12 hours</u></b>		
What You Do is a Sacred Calling: Nurturing Faith in Ministry	THPT 505	3
Preaching	THPT 506	3
**Music in Christian Worship	MUS 652	3 see below

**Song of the Church	MUS 632	3 see below
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**Practicum/Internship: 6 hours**

Leadership in Context	THPT 701	3
Leadership & Polity in the Church	THPT 702	3

**Electives: 9 hours**

Research Methodology	THEO 713	2
*Thesis Writing 1 (see below)	THEO 714/MUS 690a	2
*Thesis Writing (see below)	THEO 715/MUS 690b	2
Introduction to Graduate Studies in Music	MUS 605	3 see below

**Master of Music in Church Music – Thesis Track****Major Area: 13 hours**

* <i>Music in Christian Worship</i>	MUS 652	3
* <i>Song of the Church</i>	MUS 632	3
Church Music Administration & Philosophy	MUS 631	2
Music Theology	MUS 653	2
Spiritual Formation for Ministry I or II	MUS 701 or 702	1
Topics in Church Music Methods	MUS 681	2

**Other Studies in Music: 13 hours**

* <i>Thesis Writing 1</i>	THEO 714/MUS 690a	0 see above
* <i>Thesis Writing 2</i>	THEO 715/MUS 690b	0 see above
<i>Thesis Defense</i>	MUS 691	0
Applied Voice/Piano/Organ/ Harpsichord/Instrumental/Conducting	MUS 560/561/562/569/563/640/643	4
* <i>Introduction to Graduate Studies in Music</i>	MUS 605	3
Historical Study of Musical Styles and Literature	MUS 620	3
Analytical Techniques I	MUS 656	3

**Elective Studies in Supportive Areas: 4 hours****See Graduate Student Handbook.**

The M.Div./M.M.C.M. combined degree requires a minimum of 99 semester hours of graduate credit. In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (63 core hours of study in Theology, 6 hours electives from Theology, and 9 hours from the School of Music). In order to meet degree requirements for the M.M.C.M., the student must complete a minimum number of 30 hours (13 major hours from Church Music, 17 hours from other studies and electives in Music).

**Hours from Theology: 69 hours****Hours from Music: 30 hours****Total Hours: 99 hours**

## **Master of Divinity (M.Div.) and Master of Science (M.S.) in Clinical Mental Health Counseling**

The M.Div./M.S. in Clinical Mental Health Counseling degree program offers a combined degree option for students desiring study in both Theology/Pastoral Care and Professional Counseling. The combined M.Div. and M.S. degrees integrate the highest knowledge of professional counseling with the ministries of pastoral care and counseling. Both the M.Div. and M.S. programs hold the highest accreditation available in the United States. The most comprehensive Master's level program in faith-oriented counseling, the M.Div./M.S. in Clinical Mental Health Counseling prepares you for licensure as a professional counselor. It is suitable for students who are planning careers that include both chaplaincy and professional counseling, for students who are interested in congregational-based mental health counseling, and for students who may be primarily interested in counseling but who require an M.Div. for ordination purposes.

The combined M.Div./M.S. degree program requires a minimum of 120 semester hours of graduate credit and may be completed within four years with a maximum of thirteen (13) credit hours per semester (Fall/Spring) and six (6) credit hours each summer. In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (60 core hours of study in Theology, 6 elective hours in Spiritual Care from Theology, and 12 hours from the Counseling core). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

Applicants must meet the admissions requirements for the School of Theology and the College of Professional Advancement's Master of Science in Clinical Mental Health Counseling. Admission into one program does not guarantee admission into the other.

### **M.Div./M.S. Clinical Mental Health Counseling Curriculum Overview**

#### **Theology Core: 60 hours**

<b>Course Name</b>	<b>Course #</b>	<b>Credits</b>
<b><u>Religious Heritage: 27 hours</u></b>		
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)	THBL _____	3
Or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)	THBL _____	3
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3
<b><u>Personal, Communal, &amp; Spiritual Formation: 15 hours</u></b>		
Spiritual Formation 1 & 2	THSP 511	1
	THSP 512	1

Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
Emotional Intelligence in Ministry & Leadership	THPT 502	3

**Cultural Context: 9 hours**

Global Perspectives in Ministry & Mission	THPT 500	3
Elective in Comparative Religions	_____	3
**Social and Cultural Issues in Counseling	COUN 613	*see below

**Ministerial & Public Leadership: 12 hours**

What You Do is a Sacred Calling: Nurturing Faith in Ministry	THPT 505	3
Preaching	THPT 506	3
Internships in Clinical Mental Health Counseling	COUN 610	*see below

**Practicum/Internship: 6 hours**

Clinical Pastoral Education (CPE) Unit 1	THPT 703	6
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**Electives:** 6 hours Spiritual Care courses; 3 hours see below

**Clinical Mental Health Counseling Core: 54 hours**

Career Development	COUN 601	3
Introduction to Clinical Mental Health Counseling	COUN 602	3
Psychopathology and Diagnosis	COUN 604	3
Group Counseling and Group Work	COUN 605	4
Counseling Skills and Techniques	COUN 606	3
Addictions Counseling	COUN 608	3
Practicum in Clinical Mental Health Counseling	COUN 609	3
Internship in Clinical Mental Health Counseling	COUN 610	6
Counseling Theories	COUN 612	3
Social and Cultural Issues in Counseling	COUN 613	3
Human Growth and Development	COUN 614	3
Assessment and Testing	COUN 617	3
Ethics & Professional Orientation	COUN 618	3
Research and Program Evaluation	COUN 621	3
Counseling Seminar	COUN 630	1
Orientation to Professional Practice	COUN 635	1
Theories of Family Counseling	COUN 641	3
Crisis, Trauma, & Grief Counseling	COUN 645	3

**M.Div. Courses: 66 hours**

**M.S. Courses: 54 hours**

**Total M.Div./M.S.: 120 hours**



The M.Div./M.S. in Clinical Mental Health Counseling degree requires a minimum of 120 semester hours of graduate credit. The combined M.Div./M.S. degree program is designed as a five-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring) and six (6) credit hours each summer. It may be completed within four years with a maximum of thirteen (13) credit hours per semester (Fall/Spring) and six (6) credit hours each summer. In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (60 core hours of study in Theology, 6 elective hours in Spiritual Care from Theology, and 12 hours from the Counseling core). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

### **Graduation Requirements**

Minimum 3.0 GPA in Counseling classes and 2.5 GPA in M.Div. classes, completion of course requirements and 120 hours, completion of CPE unit, completion of three semesters of clinical practice that totals 700 hours of clinical experience, achieving a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

### **Master of Divinity (M.Div.) and Master of Science (M.S.) in Organizational Leadership, Concentration in Nonprofit**

The M.Div./M.S. in Organizational Leadership, with a concentration in Leadership for the Nonprofit Organization Combined Degree Program requires a minimum of 97 semester hours of graduate credit. The combined M.Div./M.S. degree program is designed as a three-year program, including summers.

In order to meet degree requirements for the M.Div., the student must complete a minimum of 78 hours (69 core hours of study in Theology and 9 hours from the College of Professional Advancement). In order to meet degree requirements for the M.S., the student must complete a minimum number of 31 hours (28 core hours of study in the College of Professional Advancement and 3 hours from the School of Theology).

The combined M.Div./M.S. degrees integrate preparation for ordained ministry and preparation for leadership in the nonprofit sector. The combination of the M.S. in organizational leadership with our M.Div. curriculum prepares graduates for a successful leadership career in ministry and in the high-growth nonprofit sector through the acquisition of key skills associated with promotion, strategic planning, fund development, board governance, and recruitment.

Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement. Admission into one program does not guarantee admission into the other.

**M.Div./M.S. Organizational Leadership Curriculum Overview****School of Theology Core: 69 hours**

<b>Course Name</b>	<b>Course #</b>	<b>Credits</b>
<b><u>Religious Heritage: 27 hours</u></b>		
Hebrew Exegesis 1 (THBL 501) & Hebrew Exegesis 2 (THBL 502)	THBL _____	3
Or		
Greek Exegesis 1 (THBL 511) & Greek Exegesis 2 (THBL 512)	THBL _____	3
Foundations in Old Testament	THOT 500	3
Elective in Old Testament	THOT _____	3
Foundations in New Testament	THNT 500	3
Elective in New Testament	THNT _____	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Elective in Theology/Philosophy	THTP _____	3

**Personal, Communal, & Spiritual Formation: 15 hours**

Spiritual Formation 1 & 2	THSP 511	1
	THSP 512	1
Vocational Formation 1 & 2	THPT 511	1
	THPT 512	1
Ministerial Integration 1 & 2	THPT 513	1
	THPT 514	1
Elective in Spirituality	THSP _____	3
Ethics	THET 500	3
**Emotional Intelligence in Ministry & Leadership (as MBA elective)	THPT 502	3

**Cultural Context: 9 hours**

Global Perspectives in Ministry & Mission	THPT 500	3
Elective in Comparative Religions	_____	3
Cultural Context Elective	_____	3

**Ministerial & Public Leadership: 12 hours**

What You Do is a Sacred Calling: Nurturing Faith in Ministry	THPT 505	3
Preaching	THPT 506	3
Choose 6 hours from the following Ministry Courses:	THPT _____	3
	THPT _____	3
THPT 503 Spiritual Care through Crisis Ministry		
THPT 507 The Theology & Art of Gathering God's People		
THPT 608 Mission Methodology & Practice		
THPT 647 Trauma Stewardship		
THPT 650 Spiritual Direction		
THPT 652 Gender & Sexuality		
THPT 680 Change & Conflict		
THPT 800 Special Topics: Death & Dying		
THPT 800 Special Topics: Proctor Conference		

\*or other THPT ministry course(s)

**Practicum/Internship: 6 hours**

Choose either THPT 703 or THPT 701 & THPT 702		6
Clinical Pastoral Education Unit 1	THPT 703	
Or		
Leadership in Context	THPT 701	
and Leadership & Polity in the Church	THPT 702	

**Electives: 9 hours from CoPA (see below)**

**Master of Science in Organizational Leadership courses: 28 hours**

*Introduction to the Nonprofit Sector ( <i>as Theology elective</i> )	NONP 600	3
*Nonprofit Governance and Volunteer Administration ( <i>as Theology elective</i> )	NONP 601	3
*Budgeting for the Nonprofit Sector ( <i>as Theology elective</i> )	NONP 700	3

\*\*Students may substitute (with prior approval from both faculty advisors) one to three of the NONP courses listed below for one to three of the NONP courses listed above (NONP 601 and/or 700) if students would be benefitted:

- ORGD 600 – Organization Development & Change: A Leadership Perspective
- ORGD 601 – Organizational Consulting & Leadership Coaching
- ORGD 700 – Building Organizational Culture
- ORGD 701 – Leading the Strategic Planning Process
- HCAL 600 – Introduction to Health Care Systems
- HCAL 601 – Healthcare Leadership
- HCAL 700 – Health Care Policy and Law
- HCA 701 – Health Systems for Budgeting for the Nonfinancial Sector
- ORGD or HCAL Special Topics
- LEAD 604 Leading in Global Organizations
- PSLD 604 Organizational Communication, Conflict Resolution, and Negotiations

Capstone Leadership for the Nonprofit Organization	NONP 701	3
** <i>Ethics (in place of LEAD 601 Ethical Challenges in Organization) THET 500</i>		<i>*see above</i>
Applications of Statistical Design	STAT 600	3
Theories of Organizational Leadership	LEAD 600	3
Organizational Theory and Behavior	LEAD 602	3
Research Strategies for Leaders I	LEAD 603	3
Research Strategies for Leaders II	LEAD 700	1
Research Strategies for Leaders III	LEAD 705	3

**M.Div. Courses: 69 hours**

**M.S. Courses: 28 hours**

**(Shared Courses: 12 hours—3 hours from Theology and 9 hours from CoPA)**

**Total M.Div./M.S.: 97 hours**

**Graduation Requirements**

Minimum 3.0 GPA in the College of Professional Advancement classes and 2.5 GPA in the School of Theology classes, completion of course requirements, and 93 hours within maximum timeframe.

## **Master of Theological Studies (M.T.S.) and Master of Music in Church Music (M.M.C.M.)**

The combined M.T.S. and M.M.C.M. degrees integrate the foundational studies of theology and church music to prepare future ministers for work in the 21<sup>st</sup>-century church. Pursuit of the combined degrees allows the student to expand their creative palate in worship arts, deepen theological understanding, and through practice, learn how music can amplify and enhance the religious experience. The combined degree program culminates in either a thesis or creative project.

Applicants must meet the admissions requirements for both the School of Theology and the School of Music. Admission into one program does not guarantee admission into the other program.

### **Curriculum for the Master of Theological Studies and the Master of Music in Church Music**

#### **Theology Core: 24 hours**

Course Name	Course #	Credits
Philosophy for Theological Thought	THTP 501	3
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Research Methodology	THEO 713	2
<i>*Thesis Writing 1 (see below)</i>	<i>THEO 714/MUS 690a</i>	2
<i>*Thesis Writing 2 (see below)</i>	<i>THEO 715/MUS 690b</i>	2

#### **Church Music Concentration: 24 hours**

The Theology & Art of Gathering God's People	THPT 507	3
Directed Elective (cultural context elective) from Theology	_____	3
<i>*Directed Electives from the School of Music</i>	<i>see below</i>	18

### **Master of Music in Church Music – Thesis Track**

#### **Major Area: 13 hours**

Music in Christian Worship	MUS 652	3
Song of the Church	MUS 632	3
Church Music Administration & Philosophy	MUS 631	2
Music Theology	MUS 653	2
Spiritual Formation for Ministry I or II	MUS 701 or 702	1
Topics in Church Music Methods	MUS 681	2

#### **Other Studies in Music: 13 hours**

<i>*Thesis Writing 1</i>	<i>THEO 714/MUS 690a</i>	<i>0 see above</i>
<i>*Thesis Writing 2</i>	<i>THEO 715/MUS 690b</i>	<i>0 see above</i>
<i>Thesis Defense</i>	<i>MUS 691</i>	<i>0</i>
Applied Voice/Piano/Organ/ Harpsichord/Instrumental/Conducting		
MUS 560/561/562/569/563/640/643		4
Introduction to Graduate Studies in Music	MUS 605	3
Historical Study of Musical Styles and Literature	MUS 620	3
Analytical Techniques I	MUS 656	3

**Elective Studies in Supportive Areas: 4 hours**

See Graduate Student Handbook.

The M.T.S./M.M.C.M. combined degree requires a minimum of 60 semester hours of graduate credit. In order to meet degree requirements for the M.T.S., the student must complete a minimum of 48 hours (24 core hours of study in Theology, 6 hours in concentration electives from Theology, and 18 hours from the School of Music as concentration elective credits). In order to meet degree requirements for the M.M.C.M., the student must complete a minimum number of 304 hours (13 major hours from Church Music, 17 hours from other studies and electives in Music). 13 hours other studies and electives in Music, and 4 hours from Theology as other studies in music).

**Hours from Theology: 30 hours**

**Hours from Music: 30 hours**

**Total Hours: 60 hours**

**Master of Theological Studies (M.T.S.) and Master of Science (M.S.) in Clinical Mental Health Counseling**

The Master of Theological Studies (MTS) and Master of Science in Clinical Mental Health Counseling Combined Degree Program is a 96-hour program. Full-time students can usually complete the combined degree program within 4 years by taking 12 to 13 credit hours during each semester (fall/spring) and 6 hours in the summer.

Coursework for this program includes 24 core hours in theology, 54 core hours in counseling (meeting the 2016 CACREP Standards for foundations, contextual dimensions, and practice), and 18 hours for the practical theology concentration. In addition, each student will complete a thesis or equivalent academic project on in consultation with a faculty thesis/academic project supervisor. The project topic will be chosen by the student and will relate to the integration of theology/psychology. Students will be required to present their research at the required colloquy on spiritually-integrated psychotherapy or at the Atlanta Annual Research Conference.

Applicants must meet the admission requirements for both the School of Theology and the College of Professional Advancement. Admission into one program does not guarantee admission into the other.

Note: The M.T.S./M.S. in Clinical Mental Health Counseling degree requires a minimum of 96 semester hours of graduate credit. The combined M.T.S./M.S. degree program is designed as a four-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring). In order to meet degree requirements for the M.T.S., the student must complete a minimum of 48 hours (24 core hours of study in Theology, 18 hours in concentration electives from Theology, and 6 hours from Counseling as concentration electives credits). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

**M.T.S./M.S. Curriculum Overview****Theology Core: 24 hours**

Philosophy for Theological Thought	THTP 501	3
Foundations in Old Testament	THOT 500	3
Foundations in New Testament	THNT 500	3
Foundations in Church History	THCH 500	3
Foundations in Theology	THTP 500	3
Ethics	THET 500	3
Research Methodology	THEO 713	2
Thesis Writing 1	THEO 714	2
Thesis Writing 2	THEO 715	2

**Practical Theology Concentration: 24 hours**

Emotional Intelligence in Ministry & Leadership	THPT 502	3
Elective in Spirituality	THSP _____	3
Directed Electives (at least one course is a cultural context elective)		12
Electives in Counseling		6 see below

**Clinical Mental Health Counseling Core: 54 hours**

Career Development	COUN 601	3
Introduction to Clinical Mental Health Counseling	COUN 602	3
Psychopathology and Diagnosis	COUN 604	3
Group Counseling and Group Work	COUN 605	4
Counseling Skills and Techniques	COUN 606	3
Addictions Counseling	COUN 608	3
Practicum in Clinical Mental Health Counseling	COUN 609	3
Internship in Clinical Mental Health Counseling	COUN 610	6
Counseling Theories	COUN 612	3
Social and Cultural Issues in Counseling	COUN 613	3
Human Growth and Development	COUN 614	3
Assessment and Testing	COUN 617	3
Ethics & Professional Orientation	COUN 618	3
Research and Program Evaluation	COUN 621	3
Counseling Seminar	COUN 630	1
Orientation to Professional Practice	COUN 635	1
Theories of Family Counseling	COUN 641	3
Crisis, Trauma, & Grief Counseling	COUN 645	3

**Hours from Theology: 42 hours****Hours from CoPA: 54 hours****Total Hours: 96 hours**

The M.T.S./M.S. in Clinical Mental Health Counseling degree requires a minimum of 96 semester hours of graduate credit. The combined M.T.S./M.S. degree program is designed as a four-year program with a maximum of thirteen (13) credit hours per semester (Fall/Spring). In order to meet degree requirements for the M.T.S., the student must complete a minimum of 48 hours (24 core hours of study in Theology, 18 hours in concentration electives from Theology, and 6 hours from Counseling as concentration electives credits). In order to meet degree requirements for the M.S., the student must complete a minimum number of 60 hours (54 core hours of study in Counseling and 6 hours from Theology as elective credit).

**Graduation Requirements:**

Minimum 3.0 GPA in Counseling classes and 2.5 GPA in M.Div. classes, completion of course requirements and 96 hours, completion and submission of approved thesis or equivalent project, completion of three semesters of clinical practice that totals 700 hours of clinical experience, and achieving a passing score on the Counselor Preparation Comprehensive Examination (CPCE).

**MASTERS LEVEL COURSE DESCRIPTIONS****THBL 501. Hebrew Exegesis I****(3 hours)**

Prerequisite(s): None.

This course introduces the study of biblical Hebrew for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar, and will concentrate on building and using tools in the study of biblical Hebrew. Students will also encounter a variety of exegetical methods. (Offered every Fall, on campus and online options rotate each year)

**THBL 502. Hebrew Exegesis II****(3 hours)**

Prerequisite(s): THBL 501 or advanced placement/permission of instructor.

This course is a continuation of Hebrew Exegesis I. Students will complete their study of basic biblical Hebrew grammar and begin reading selected texts in Hebrew. Attention will be given to the Hebrew form of the texts and to particular issues that present themselves in the process of reading. Students will complete a major exegetical project incorporating their learning of exegetical method with their newly acquired translation skills. (Offered every Spring, on campus and online options rotate each year)

**THBL 511. Greek Exegesis I****(3 hours)**

Prerequisite(s): None.

This course introduces the study of New Testament Greek for the purposes of exegesis. Students will learn basic phonology, morphology, syntax, and grammar. (Offered every Fall, on campus and online options rotate each year)

**THBL 512. Greek Exegesis II****(3 hours)**

Prerequisite(s): THBL 511 or advanced placement/permission of instructor.

A continuation of Greek Exegesis I, this course will also require select readings from the Greek New Testament and exegetical papers on assigned texts. (Offered every Spring, on campus and online options rotate each year)

**THBL 700. Biblical Aramaic & Syriac****(3 hours)**

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

In this course, students will read and study the Aramaic portions of the Old Testament found in the books of Daniel and Ezra and the Syriac translation of the book of Mark. The goal of the course is that

students understand the basic structure and vocabulary of biblical Aramaic and Syriac, that they be able to deal with and reflect on the Aramaic and Syriac texts in both personal faith and public ministry, and that they develop tools and methods for continuing to study this portion of Scripture. (Offered occasionally)

**THBL 701. The Literature of Ugarit****(3 hours)**

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

This is an introductory course to the Literature of Ugarit. The goal of the course is that students will: understand the basic structure and vocabulary of Ugaritic; study the content of a number of the epic poems of Ugarit; examine how the Ugaritic texts contribute to our understanding of the God of the Old Testament; and develop tools for continuing study of this important aspect of Old Testament studies. (Offered occasionally)

**THBL 800. Special Topics:****(1-3 hours)**

May be repeated with different subtopics.

Prerequisite(s): Varies.

**Advanced Hebrew Reading & Grammar: Subtitle**

May be repeated with different subtopics

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom. (Offered occasionally)

**Advanced Hebrew Exegesis of the Old Testament: Subtitle**

May be repeated with different subtopics

Prerequisite(s): THBL 502 and THOT 500; or advanced placement/permission of instructor.

Cross-listed as: THOT 601.

This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THBL designation will be expected to incorporate Hebrew translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

**Advanced Greek Reading & Grammar: Subtitle**

May be repeated with different subtopics

Prerequisite(s): THBL 502 or advanced placement/permission of instructor.

In this course, students will build on their studies of Hebrew from Hebrew Exegesis I (THBL 501) and Hebrew Exegesis II (THBL 502) in order to understand the morphology, grammar, and syntax of biblical Hebrew. The course is designed to strengthen the students' abilities at



interpreting the biblical text for both their personal study and public ministry, whether in the pulpit or in the classroom. (Offered occasionally)

### **Advanced Greek Exegesis of the New Testament: Subtitle**

May be repeated with different subtopics

Prerequisite(s): NTG 803, THBL 512, or advanced placement/permission of instructor.

This is an advanced exegetical seminar in a particular book or set of texts from the New Testament. Students should expect to incorporate Greek translation regularly in their exegetical study. Students may repeat the course with different subtopics. (Offered occasionally)

### **THCH 500. Foundations in Church History (3 hours)**

Prerequisite(s): None.

This course is a survey of the story of the Christian church from its inception to the present, including themes of theological/intellectual, spiritual, and institutional development. (Offered every Fall)

### **THCH 510. Baptist History & Polity (3 hours)**

Prerequisite(s): None.

This course is a study of Baptist origins, development, principles, leaders, and current trends, as well as polity, with an emphasis on Baptists in the United States. The seventh of the ten founding principles of the School of Theology begins: "The School should hold steadfastly to the high and defining traditions of Baptists." This course is designed to better equip students to appreciate and/or embody this invaluable and endangered living Christian tradition. (Offered occasionally)

### **THCH 601. History of American Christianity (3 hours)**

Prerequisite(s): None.

This course is a survey of the history of Christianity in the United States from the colonial period to the present in order to introduce the broad range of religious, political, and social movements that have shaped American Christianity and been shaped by it. (Offered occasionally)

### **THCH 602. The Reformation (3 hours)**

Prerequisite(s): None.

This course is a study of the Lutheran, Reformed, Anglican, Radical, and Roman Catholic phase of the sixteenth-century Reformation. It provides understanding of the medieval roots of the Reformation, the basic distinctives and contributions of the major traditions that arose in the era, and the common denominators of the religious culture shared by Protestants and Roman Catholics alike in this period of Western Christianity. (Offered occasionally)

### **THCH 700. History of the Bible (3 hours)**

Prerequisite(s): None.

Cross-listed as: THOT 700, THNT 700.

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

**THCH 701. Classics of Christian Devotion****(3 hours)**

Prerequisite(s): None.

Cross-listed as: THSP 701.

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

**THCH 703. Celtic Christianity****(3 hours)**

Prerequisite(s): THCH 500 or advanced placement/permission of instructor.

Cross-listed as: THSP 703.

This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

**THCH 712. Contemplation in a World of Action: The Life and Writings of Thomas Merton****(3 hours)**

Prerequisite(s): None.

Cross-listed as: THSP 712.

This class is a study of the influence upon church and society of twentieth-century poet, religious writer, activist, monk, and contemplative Thomas Merton, with particular focus upon his contributions to the connections between contemplation and action in the world. Merton did more than perhaps anyone else in his era to reclaim the values and practices of contemplative life for ordinary Christians, and to express the link between the contemplative life and the life of action seeking a just and peaceful world. The class is structured around reading significant works by Merton in chronological order. (Offered occasionally)

**THCH 713. Interweaving Faiths: Christian & Muslim Histories****(3 hours)**

Prerequisite(s): None.

Cross-listed as: N/A

*\*Meets Cultural Context Course requirement*

This course will explore the interwoven histories of the Christian and Muslim faiths from the origins of Islam to the present, with special focus on understanding the religious perspectives of each during times of cooperation as well as conflict. (Offered occasionally)

**THCH 800. Special Topics:** (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

**Church, State, and American Religion** (3 hours)

*\*Meets Cultural Context Course requirement*

As perennial as any issue in the study of American history, the relationship of the United States and Christianity continues to foster lively debate. This course explores the history of church-state relations in the United States. Students will survey pivotal Supreme Court decisions and evaluate modern-day arguments regarding the proper relationship of religion and government. (Offered occasionally)

**Race and Nineteenth-Century American Christianity** (3 hours)

*\*Meets Cultural Context Course requirement*

This course explores the interface of race and Christianity in the nineteenth-century United States. Students will study the role of race in the development of regional, national, and denominational identity, with a special point of emphasis on the ways in which race influenced biblical hermeneutics and historical memory. (Offered occasionally)

**THEO 713. Research Methodology** (2 hours)

Research Methodology is a required course for all students in the Master of Theological Studies degree program, taken during the second semester of their program of studies. Students will learn and/or review and reinforce basic and advanced research techniques and strategies; address elements of grammar and style in writing; and produce a 6-8 paged prospectus for their thesis projects. (Offered every Spring)

**THEO 714. Thesis Writing 1** (2 hours)

Prerequisite(s): THEO 713.

This is the first of two courses during which students will complete the Thesis Project begun in Research Methodology. (Offered every year)

**THEO 715. Thesis Writing 2** (2 hours)

Prerequisite(s): THEO 714.

This is the second of two courses during which students will complete the Thesis Project begun in Research Methodology. (Offered every year)

**THEO 800. Special Topics:** (1-3 hours)

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

**THET 500. Ethics**

**(3 hours)**

Prerequisite(s): None.

This course is an exploration of the moral dimensions of the Christian faith, including moral convictions, character, and practices. The course is grounded in an ethical methodology shaped by historic Christian theological commitments, and explores aspects of personal discipleship, the church's internal moral life, and the Christian moral witness in society. (Offered online every Fall and on campus every Spring)

**THET 501. Models of Moral Leadership**

**(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

An exploration of the character and actions of a number of significant moral leaders throughout world history. (Offered occasionally)

**THET 600. History of Christian Ethics**

**(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course provides an overview of major thinkers and themes in the history of Christian moral thought. (Offered occasionally)

**THET 602. Christian Ethics and War**

**(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course provides an overview of the major issues and themes that have emerged over two millennia of Christians wrestling with the challenge of war. (Offered occasionally)

**THET 603. Faith and Politics**

**(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course provides an examination of the wide diversity of Christian approaches to politics and public life historically and today. (Offered occasionally)

**THET 605. Ethics, Law, & Public Policy**

**(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course will explore social-ethical issues arising at the intersection of law, Christian ethics, and public policy. The key purpose of the course is to offer an interdisciplinary engagement with major social issues as these are contested in courts of law and public opinion, and not least, in the church itself. Taught as a joint Law/Theology course, the class aims to enhance learning through the

intellectual encounter between Law and Theology/Ethics and the personal encounter between law students, ministry students, and faculty from both fields. (Offered occasionally)

**THET 606. African American Traditions in Theological Ethics (3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

From early Christian experiences related to the Ethiopian Orthodoxy and Coptic traditions to the spirituals, African American music, art and literature, and the Black Church, this course helps students reflect on the multilayered and multi-dimensional breadth of the African and African American Christian experience. It explores the ways in which the African American Christian experience contributes to broader understandings of Christian ethics for the global Church. (Offered occasionally)

**THET 607. Theology & Praxis of Martin Luther King, Jr. (3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

The purpose of this course is to explore the theological, ethical, and practical dimensions of Martin Luther King Jr.'s life and work, as one of the most influential leaders of the Twentieth Century. Through a critical review of key texts, primary sources, documentaries, recordings, and other sources from the Civil Rights Movement, the course introduces students to major theological and ethical themes of King's work, on the backdrop of historical events that shaped the movement. (Offered occasionally)

**THET 608. The Ethics of Reconciliation (3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

The intent of this course is to help students reflect on the many ways in which Christians, historically and in a contemporary context, have engaged the challenges of difference and otherness, attending to ethical concerns related to racism, patriarchy, sexism, imperialism, colonialism and religious intolerance. At the same time, the course exposes students to movements that promote larger visions of peace, tolerance, and reconciliation (such as the anti-Apartheid struggle in South Africa and Christian pacifism in the twentieth century). The course also explores themes related to forgiveness, reconciliation, memory, and storytelling as well. (Offered occasionally)

**THET 611. The Sermon on the Mount (3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THNT 611.

*\*Meets Cultural Context Course requirement*

The purpose of the course is to encounter the various texts of the Great Sermon with an acute sense of radical discipleship and its implications. The primary template will be the Sermon on the Mount, but with constant correlation with the Sermon on the Plain. (Offered occasionally)

**THET 634. The Book of the Twelve****(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 634.

This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet. (Offered occasionally)

**THET 652. Forgiveness and Reconciliation****(3 hours)**

Prerequisite(s): None.

Cross-listed as: THPT 652.

*\*Meets Cultural Context Course requirement*

This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

**THET 700. Bioethics****(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

The purpose of this course is to help prepare students for contemporary ministry by training them to analyze and address issues in the arena of healthcare from a Christian perspective. The course aims to enable ministers to equip those they serve in understanding their moral responsibility in decisions about the delivery and receiving of healthcare, and the impact of personal and social decisions in healthcare on the broader society. This course focuses on the bioethical issues that most commonly arise for pastors, chaplains, and other caregivers in the US and other technologically advanced societies. (Offered occasionally)

**THET 701. Roman Catholic Ethics****(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course is an introduction to historic and contemporary Catholic moral theology and scriptural teaching. (Offered occasionally)

**THET 702. Social Justice & the Old Testament****(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 702.

*\*Meets Cultural Context Course requirement*

This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind”

the Old Testament texts and contemporary societal issues “before” the biblical texts. The course will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

**THET 706. Ethics of Human Dignity****(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

This course offers an intensive engagement with diverse theological and moral thinkers, most of whom have in common a passion for the analysis, recognition, and advance of human dignity. The presupposition of the course is that human dignity—the equal, immeasurable, and inviolable worth of each and every human being, and the just and dignified treatment which appropriately follows—ought to be viewed as a central human and Christian moral norm (knowing) and ought to shape the personal, ecclesial, and social character (being) and behavior (doing) of all followers of Jesus Christ. (Offered occasionally)

**THET 707. Christian Sexual Ethics****(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

Through most of the Christian tradition, the churches have taught that the only morally legitimate context for sexual expression is in lifetime, monogamous, heterosexual marriage. This tradition always had its dissenters and nonconformists, but has come under especially intense theological, ethical, and cultural challenge over the past fifty years. This course examines both historic Christian traditions related to sexual ethics and alternative contemporary perspectives, against the backdrop of dramatic social changes. The course will explore both western and Global South contexts and perspectives. (Offered occasionally)

**THET 708. Theology After the Holocaust****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THTP 708.

*\*Meets Cultural Context Course requirement*

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany’s “war against the Jews” --the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other “undesirable” groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those “victimized,” “the executioners,” and the “bystanders.” Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

**THET 709. Dietrich Bonhoeffer****(3 hours)**

Prerequisite(s): THET 500 or advanced placement/permission of instructor.

A reading-intensive seminar course examining the life and writings of Dietrich Bonhoeffer (1906-1945), the German theologian-ethicist whose resistance to the Nazi regime cost him his life.

Biographical material will be considered in tandem with the evolution of Bonhoeffer's thinking and writing. Essays and books from each stage of his brief career will be considered. (Offered occasionally)

**THET 710. Theology and Economics**

**(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THTP 710.

*\*Meets Cultural Context Course requirement*

This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

**THET 711. The Teachings of Jesus**

**(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THNT 711.

*\*Meets Cultural Context Course requirement*

This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

**THET 714. Political Theology**

**(3 hours)**

Prerequisite(s): None.

Cross-listed as: THTP 714.

*\*Meets Cultural Context Course requirement*

The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah's return? These sorts of questions populate the field "political theology." Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined. (Offered occasionally)

**THET 800. Special Topics:**

**(1-3 hours)**

May be repeated with different subtopics.

Prerequisite(s): Varies.

**Thinkers and Movements in Christian Ethics: Subtitle**

**(3 hours)**



May be repeated with different subtopics

Prerequisite(s): THET 500 or advanced placement/permission of instructor

This course provides a focused examination of an especially significant thinker and/or movement in Christian ethics. Rotating subjects. (Offered occasionally)

**Intensive Issue Seminar: Subtitle**

**(3 hours)**

May be repeated with different subtopics

Prerequisite(s): THET 500 or advanced placement/permission of instructor

This course provides a focused examination of one especially important and complex contemporary moral issue. Rotating Subjects. (Offered occasionally)

**James Baldwin**

**(3 hours)**

*\*Meets Cultural Context Course requirement*

James Baldwin (1924-1987) is increasingly recognized as one of the most significant public intellectuals of the 20th century. A novelist, essayist, and social critic, A brilliant writer, Baldwin is best known for his insightful analyses of American racism. But Baldwin can also be described as a disenchanted post-Christian, one raised in a very conservative Pentecostalism that he later abandoned. Baldwin was also gay, in an intolerant time and context. This course, taught as an intensive seminar with a demanding reading load, will examine Baldwin's most important works and consider his contribution to Christian social ethics. (Offered occasionally)

**Spiritual Care & Social Activism**

**(3 hours)**

*\*Meets Cultural Context Course requirement*

Drawing on the primary sources of social justice activists, this course will examine: (1) what it means to pursue social activism as a function of spiritual beliefs and/or religious identity; (2) the stresses, traumas, and spiritual struggles that activists experience as a result of their engagement in justice work; (3) the practices that sustain activists long-term and prevent burnout; and (4) the unique role that spiritual and pastoral caregivers can play in supporting and sustaining social activists and justice movements. Our approach is intentionally interfaith in that we will interface with activists and ideas from multiple faith and religious journeys, including Christianity, Indigenous African and American spiritualities, Buddhism, and emerging "materialist" spiritualities that are informed by the merging of spirituality with science and science fiction. (Offered occasionally)

**Introduction to Womanist Religious Thought and Practice**

**(3 hours)**

*\*Meets Cultural Context Course requirement*

This course invites students to examine "womanism" as a confessional concept and critical, methodological framework that counters the androcentric and imperialist features of traditional theological-ethical constructs. By centering the multi-dimensional experiences and voices of Black women, we will seek to discover and interrogate how womanists promote liberatory forms of biblical interpretation, moral imperatives, and religious language, thought, and symbols to combat intersecting forms of oppression related to race, gender, class, and sexuality. Giving attention to theologians, activists, and artists representing first, second, and

third-wave womanism, we will survey and reflect on a range of parallel and divergent perspectives and topics during the course of the semester. This course will be taught with a commitment to the womanist principles of self-love, self-care, and self-empowerment to demonstrate womanism's relentless insistence that the church universal reflects a spirit of justice and love for all humanity and the natural world. (Offered occasionally)

**THNT 500. Foundations in New Testament****(3 hours)**

Prerequisite(s): None.

This course is an introduction to modern biblical studies. The course will focus on the study of Jesus and the gospels and Paul and the early church, as well as pursuing leading themes in the New Testament. (Offered online every Fall and on campus every Spring)

**THNT 602. Gospel of Matthew****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

The goals of this course are to lead you to understand the life setting of the Gospel of Matthew; appreciate its literary design and subtleties of meaning; recognize the contribution of this Gospel to the theology of the early church; be able to interpret passages from Matthew, with a keen sensitivity to Matthean themes and theology; relate the Gospel to contemporary ethical, social, and religious issues; and cultivate an appreciation for Matthew as a source of spiritual nurturance and direction. (Offered occasionally)

**THNT 603. The Gospel of Mark****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

The Gospel of Mark has been at the center of modern scholarship on Jesus and the study of the synoptic Gospels. This course examines the composition of Mark, its leading themes, and its theological distinctives. It also acquaints the student with Markan scholarship and the power of the gospel story in worship and preaching. (Offered occasionally)

**THNT 604. The Gospel of Luke****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the Gospel of Luke as an apologetic presentation of the ministry and significance of Jesus Christ, its literary and theological features, and the message of Luke for contemporary Christians. (Offered occasionally)

**THNT 605. The Gospel of John****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

The objective of this course is to lead students into a life-long love affair with the Gospel of John. This Gospel is at once the simplest and the most profound of the Gospels; and it has had a formative impact on our understanding of Jesus and on the church's Christology. This course leads the student into an intense reading of the Gospel in conversation with some of John's leading interpreters. (Offered occasionally)

**THNT 613. The Book of Acts****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the book of Acts as an example of Greco-Roman historiography and as the companion volume to the Gospel of Luke which concentrates on the ministry of the Apostles and apostolic figures in the expansion of the Christian movement. Possible lessons for the contemporary church shall also be examined. (Offered occasionally)

**THNT 614. Studies in Paul****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course will examine key theological and ethics issues in the New Testament writings attributed to the Apostle Paul. It will also examine the interpretation of Paul in one or more Christian thinkers (e.g., Augustine, Luther, Wesley, Barth, Tillich) through an examination of two or more of their sermons. (Offered occasionally)

**THNT 615. The Book of Romans****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the meaning and message of the book of Romans within its cultural context and its role in contemporary discussions. (Offered occasionally)

**THNT 616. The Corinthian Correspondence****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the history and development of 1& 2 Corinthians. (Offered occasionally)

**THNT 617. The Book of Galatians****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the meaning and message of the book of Galatians within its cultural context, its place in the Pauline corpus, and its role in contemporary discussions. (Offered occasionally)

**THNT 618. The Thessalonian Correspondence****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

This course is an examination of the relationship between 1& 2 Thessalonians. (Offered occasionally)

**THNT 620. Colossians & Ephesians****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of the instructor. A study of the literary, rhetorical and thematic relationships between these two books as well as a thorough study of each book. (Offered occasionally)

**THNT 700. History of the Bible****(3 hours)**

Prerequisite(s): None.

Cross-listed as: THOT 700, THCH 700.

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

**THNT 701. The Bible & Popular Culture****(3 hour)**

Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 701.

*\*Meets Cultural Context Course requirement*

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

**THNT 703. The Apocalypse of John****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

A study of the social setting and purpose of the Apocalypse. (Offered occasionally)

**THNT 705. Apocalyptic Literature****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THOT 705.

This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

**THNT 711. The Teachings of Jesus****(3 hours)**

Prerequisite(s): THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THET 711.

*\*Meets Cultural Context Course requirement*

This course is a study of the theological and ethical implications of the teachings of Jesus. (Offered occasionally)

**THNT 800. Special Topics: Subtitle****(1-3 hours)**

May be repeated with different subtopics.

Prerequisite(s): Varies.

**Advanced English Exegesis of the New Testament: Subtitle**

May be repeated with different subtopics

Prerequisite(s): THNT 500 or advanced placement/permission of instructor

This course is an advanced study of a given New Testament book or major theme. (Offered occasionally)

### **New Testament Theology**

**(3 hours)**

Prerequisite: THNT 500

Cross-listed as THTP 800

This course serves as an introduction to the major concerns and problems posed by the discipline of New Testament Theology. New Testament Theology explores the theological relationships between and among the writings of the New Testament and how concepts and ideas from those writings are in used and understood in contemporary settings. This course considers the unity and diversity of the New Testament writings, the factors involved in deciding which are major and which are minor voices, and the use of the New Testament in contemporary theology. (Offered occasionally)

### **Womanist/Feminist Biblical Hermeneutics unto Preaching**

**(3 hours)**

Prerequisite: THNT 500, THOT 500 recommended

Cross-listed as THOT 800

*\*Meets Cultural Context Course requirement*

This semi-seminar course studies feminist and womanist theories and their applications to biblical interpretation unto preaching. We will examine feminist theoretical works with special attention to complex relationship between sexism and other binary modes of “isms” such as racism, heterosexism, (neo)colonialism, ableism, ageism, and anti-Semitism. Further, we explore various strategies for applying theoretical insights to ethical biblical interpretation and preaching. (Offered occasionally)

### **Bible & Critical Theories**

**(3 hours)**

Prerequisite: THNT 500, THOT 500 recommended

Cross-listed as THOT 800

*\*Meets Cultural Context Course requirement*

Critical Theories (specifically Critical Race Theory and Intersectionality) have been maligned in some seminary contexts. The class is designed for mid-year to advanced students who are in need of a solid and deeper background in the theoretical understandings of professional critical social theorists as potential lenses for performing exegesis both of biblical texts and societal realities. We will examine critical theory, postmodernist philosophies, feminist theory, multiculturalism, queer theory, masculinity studies, cultural studies, critical race social theories, and postcolonial interpretations in relation to Hebrew Bible and New Testament. We will deal with the relationship between critical theory, critical social theories, and religion. We will compare critical theories, critical social theories, and their responses in the context of the current religious nationalism occurring in the United States. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation and social analysis? What does transformation in a biblical and

ecclesial settings look like? What are (or should be) the community church's response to questions raised in these conversations? (Offered occasionally)

**Emerging from the Shadows—When Margins Speak: A Global Hermeneutics (3 hours) of the New Testament**

This course is a seminar on global hermeneutics and the Bible. We will concentrate on the study of particular interpretations of the New Testament emerging from marginalized communities that have at one time or another felt disenfranchised, powerless, and voiceless. Such communities take it upon themselves to resist the dominant interpretations and create a space for interpretations that speak to their contexts and arise from their lived experiences. Special attention will be given to critical approaches, issues of identity, colonialism and resistance, and the ideological spectrum between the margins and the center. In so doing, this course assists in helping students understand and attend to “the continuing importance and practice of interpretation of texts and their communities in history and culture.” During the semester, we will read and study New Testament texts using different perspectives within a postmodern ideological framework. Under this postmodern lens, all interpretations of the biblical text -- whether historical, theological, literary or of any other kind; and whether presented by the instructor or the students -- are partial and non-universal readings. All real readers, flesh-and-blood readers like us, read subjectively and partially. (Offered occasionally)

**The Book of Revelation**

**(3 hours)**

Prerequisite: Foundations in New Testament (THNT 500), THOT 500 recommended

Cross-listed as: THOT 800

In this course, students will engage in close and critical readings of the Book of Revelation. Students will explore Revelation's distinctive rhetoric, theological vision, socio-political context, and contemporary appropriation in communities of faith. (Offered occasionally)

**THOT 500. Foundations in Old Testament**

**(3 hours)**

Prerequisite(s): None.

This course introduces the study of the Old Testament and gives students tools for continuing study of this portion of the scriptures. Special attention will be given to the Old Testament's backgrounds in history, canonical formation, language and translation, literary form, history of interpretation, and use in the Christian church. (Offered on campus every Fall and online every Spring)

**THOT 601. Ancient Israelite Religion from a Post-Colonial Perspective**

**(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course will survey various theories on the development and nature of Israelite religion within its ancient Near Eastern context. Participants will explore topics such as sacred space, ritual, sacrifice, worship, ethics, and the rise of monotheism from within a polytheistic culture. In particular, students

will explore the manner in which colonial forces impact and shape the development of Israelite theology. (Offered occasionally)

**THOT 602. Interpreting Ecclesiastes****(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Students in this course will encounter theological, philosophical, and ethical concepts in the book of Ecclesiastes. The course will address classical exegetical approaches to the composition, date, and meaning of the text in its original context. Students will also examine themes from the book's reception history in art, music, literature, and popular culture. (Offered occasionally)

**THOT 634. The Book of the Twelve****(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THET 634.

This course is an in-depth study of the Book of the Twelve. Special attention will be paid to the canonical shape of the Book of the Twelve as well as the different theologies and messages of each individual prophet. (Offered occasionally)

**THOT 651. Psalms: A History of Interpretation****(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

This course will examine the overall structure and message of the book of Psalms, its individual components, and its interpretation by and influence on the people of God throughout the millennia. Students will: critically study the shape and story of the macro and micro components of the Psalter; integrate the words of the Psalter into their own striving for contact with the "Ultimate Source" of all life; and discover ways in which they might be able to help others appropriate the words of the Psalter in their own quests for communicating with God. (Offered occasionally)

**THOT 660. Teaching from the Wisdom Literature****(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Roland Murphy writes that wisdom literature is "exciting" because it deals directly with life. This course will explore the phenomenon of "wisdom" in the ancient Near East and in the Hebrew Bible, examine the Books of Proverbs, Job, Ecclesiastes, Song of Songs, The Wisdom of Sirach and the Wisdom of Solomon, and discuss how the "wisdom" of the Hebrew Bible can be appropriated into the everyday life of Christians. (Offered occasionally)

**THOT 700. History of the Bible****(3 hours)**

Prerequisite(s): None.

Cross-listed as: THCH 700, THNT 700.

This course is designed as an in-depth study of the History of the Bible, with an emphasis on the English translations of the text. The study will begin with the formation of the Old and New Testament Canons and early translations in Latin and other Indo-European language. It will then move to examine

the development of English versions of the Bible from the time of the English Reformation to the twenty-first century. (Offered occasionally)

**THOT 701. The Bible & Popular Culture (3 hours)**

Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.

Cross-listed as: THNT 701.

*\*Meets Cultural Context Course requirement*

This course develops skills for analyzing contemporary culture, biblical literature, and the intersection between the two. Participants will engage biblical allusion and interpretation in a variety of genres, including, but not limited to: film, television, music, literature, art, political rhetoric, and the like. The course will also enable participants to engage popular culture in teaching the Bible in either church or academic settings. (Offered occasionally)

**THOT 702. Social Justice & the Old Testament (3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as: THET 702.

*\*Meets Cultural Context Course requirement*

This course will explore the topic of social justice in conversation with various genres of Old Testament literature, providing resources for developing a biblical perspective on social ethics. Participants will focus on building a bridge between ancient historical and cultural factors “behind” the Old Testament texts and contemporary societal issues “before” the biblical texts. The course format will include a major research project and presentation, a seminar approach, and service-learning components. (Offered occasionally)

**THOT 704. The Theology of Exile (3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course explores the theological and ethical responses to the destruction of Jerusalem and the Babylonian exile in the Old Testament, particularly in the books of Jeremiah, Lamentations, Ezekiel, and Second Isaiah. Students will encounter traditional exegetical issues as well as newer interpretive strategies. The topics discussed will include the presence and absence of God, the implications of a retribution theology of the exile, the portrayal of women in exilic literature, ethics after exile, oracles against foreign nations, the tradition of lament, and the vision for the establishment of a new community and religious identity after exile. (Offered occasionally)

**THOT 705. Apocalyptic Literature (3 hours)**

Prerequisite(s): THOT 500 or THNT 500 or advanced placement/permission of instructor.

Cross-listed as THNT 705.



This course is a study of the rise and development of apocalypticism from the second temple period to the mid-second century CE in Judaism and early Christianity. While several books will be read, the course will focus upon Daniel and Revelation. (Offered occasionally)

**THOT 706. Creation Theology, Spirituality, and the Arts (3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as THSP 706.

This course will explore the intersection of Hebrew Bible creation theology, spiritual formation, and the creative arts. Participants will study various interpretive approaches to creation literature throughout the Old Testament. The biblical study will provide the foundations for bi-weekly nature/creation experiences in which class members practice mindfulness while also exploring the creative arts as spiritual discipline. Participants should, therefore, be willing to travel to different locations within metro-Atlanta for approximately half of the class sessions. Each member should also set aside a non-interrupted eight-hour time block for an individual nature retreat that will provide the foundation of their final project. For the final project, class members may choose any artistic medium to communicate their experiences of the Holy in the intersection between scripture and the natural world. The final project includes a paper articulating exegetical reflections on scripture and how they influence the artistic expression in the final project. (Offered occasionally)

**THOT 800. Special Topics: Subtitle (1-3 hours)**

May be repeated with different subtopics.

Prerequisite(s): Varies.

**Advanced English Exegesis of the Old Testament: Subtitle**

May be repeated with different subtopics

Prerequisite(s): THOT 500 or advanced placement/permission of instructor

This is an advanced exegetical seminar in a particular book or set of texts from the Old Testament. Students registering under the THOT designation will engage the texts using various English translations, though they are encouraged to use the Hebrew when able. Students may repeat the course with different subtopics. (Offered occasionally)

**Womanist/Feminist Biblical Hermeneutics unto Preaching (3 hours)**

Prerequisite: THNT 500, THOT 500 recommended

Cross-listed as THOT 800

*\*Meets Cultural Context Course requirement*

This semi-seminar course studies feminist and womanist theories and their applications to biblical interpretation unto preaching. We will examine feminist theoretical works with special attention to complex relationship between sexism and other binary modes of “isms” such as racism, heterosexism, (neo)colonialism, ableism, ageism, and anti-Semitism. Further, we explore various strategies for applying theoretical insights to ethical biblical interpretation and preaching. (Offered occasionally)

**Bible & Critical Theories****(3 hours)**

Prerequisite: THNT 500, THOT 500

Cross-listed as THNT 800

*\*Meets Cultural Context Course requirement*

Critical Theories (specifically Critical Race Theory and Intersectionality) have been maligned in some seminary contexts. The class is designed for mid-year to advanced students who are in need of a solid and deeper background in the theoretical understandings of professional critical social theorists as potential lenses for performing exegesis both of biblical texts and societal realities. We will examine critical theory, postmodernist philosophies, feminist theory, multiculturalism, queer theory, masculinity studies, cultural studies, critical race social theories, and postcolonial interpretations in relation to Hebrew Bible and New Testament. We will deal with the relationship between critical theory, critical social theories, and religion. We will compare critical theories, critical social theories, and their responses in the context of the current religious nationalism occurring in the United States. What are the strengths and weaknesses of the discussed approaches in respect to textual interpretation and social analysis? What does transformation in a biblical and ecclesial settings look like? What are (or should be) the community church's response to questions raised in these conversations? (Offered occasionally)

**The Book of Revelation****(3 hours)**

Prerequisite: Foundations in New Testament (THNT 500), THOT 500 recommended

Cross-listed as: THOT 800

In this course, students will engage in close and critical readings of the Book of Revelation. Students will explore Revelation's distinctive rhetoric, theological vision, socio-political context, and contemporary appropriation in communities of faith. (Offered occasionally)

**THPT 500. Global Perspectives in Ministry & Mission****(3 hours)**

Prerequisite(s): None.

This course explores the biblical, historical, and missiological foundations of God's mission in the world with some attention to the implications of these foundations for a variety of ministry contexts. (Offered online every Fall and on campus every Spring)

**THPT 501. Leadership for Church & Community****(3 hours)**

Prerequisite(s): None.

This course is an introductory study of administration in ministry contexts. Issues of ongoing management, long-range planning, goal setting, finances, budget planning, committee structures, leadership styles, and leadership theories will be explored. (Offered occasionally)

**THPT 502. Emotional Intelligence in Ministry & Leadership****(3 hours)**

Prerequisite(s): None.

This course introduces students to the literature and practices of emotional intelligence as a resource for pastoral ministry. Students will assess this material from pastoral theological perspectives and

integrate these resources into their practice of ministry. Students will develop a beginning level of competence in the core areas of emotional intelligence: emotional self-awareness, management of one's own emotions, awareness of the emotions of others, and appropriate responses to other people's emotions. Students will explore the use of these skills in pastoral ministry. (Offered on campus every Fall and online every Spring)

**THPT 503. Spiritual Care through Crisis Ministry (3 hours)**

Prerequisite(s): None.

This course will integrate theology and pastoral care in both personal and congregational dimensions of the minister's life in order to improve both theory and practice for ministry effectiveness in the community of faith and the world. The student's compassion and service will be nurtured and focused by dialogue with the findings of psychology of religion and the disciplines of spiritual development. (Offered occasionally)

**THPT 504. Introduction to Community Development (3 hours)**

Prerequisite(s): None.

This course uses community-based learning to help students experience and practice three forms of community-engaged ministry: asset-based community development, community organizing, and community building through faith-based/community partnerships. The course considers the difference between charity and justice as we ask how churches and communities might avoid "toxic charity" and instead create sustainable change that builds on the assets and lived experiences of our neighbors. (Offered occasionally)

**THPT 505. What You Do is a Sacred Calling: Nurturing Faith in Ministry (3 hours)**

Prerequisite(s): None.

This course introduces the issues of how faith is nurtured in individuals and communities, and how the church can fulfill its mission of faith education. Students will study a range of developmental processes in children, adolescents, and adults, and how learning occurs through the life-stages of individuals, families, and communities. Practical issues of how Christian education can be structured and developed in the local church will also be addressed. (Offered on campus every Fall and online every Spring)

**THPT 506. Preaching (3 hours)**

Prerequisite(s): None. THOT 500 and THNT 500 recommended.

This course introduces the principles and disciplines of effective preaching. It offers the tools for the fresh, ongoing interpretation of scripture into the lives of listeners. Students will study cultural and congregational factors in the preaching event, methods for interpreting texts, the process of sermon development, and the practical issues of oral communication. (Offered on campus every Fall and online every Summer)

**THPT 507. The Theology & Art of Gathering God's People****(3 hours)**

Prerequisite(s): None.

This course will introduce students to the history, theology, and practice of Christian worship. Explorations will be made of the varieties of worship in Israel, in the early church, in the church throughout history, in historic Baptist traditions, and in various modern cultural contexts. Students will learn to think theologically about the character, the content, and the form of worship, and will be asked to make application in their various church contexts. Students will also learn practical worship skills for quality worship leadership. (Offered occasionally)

**THPT 511. Vocational Formation 1****(1 hour)**

Prerequisite(s): THSP 512.

Vocational Formation 1 is designed to assist second-year M.Div. students in nurturing and understanding their call to ministry through peer learning and critical reflection in a small group setting. Particular attention is given to vocational discernment as it relates to personal and professional identity formation. Students are challenged to examine their own vocational goals and to assess areas of need for further growth. Students will share and reflect on cultivating capacities for leading in ecclesial and public contexts, healthy leadership practices, and discerning direction for next steps in vocational development. This course is required of all second-year M.Div. students. (Offered every Fall)

**THPT 512. Vocational Formation 2****(1 hour)**

Prerequisite(s): THPT 511.

Vocational Formation 2 is a continuation of Vocational Formation 1, designed to assist second-year M.Div. students in understanding in nurturing and understanding their call to ministry. THPT 512 must be taken in conjunction with the same professor and community of students as THPT 511. Particular attention is given to cultivating patterns and practices for continued growth in vocational understanding and leadership capacity. This course is required of all second-year M.Div. students. (Offered every Spring)

**THPT 513. Ministerial Integration 1****(1 hour)**

Prerequisite(s): THPT 512.

Ministerial Integration 1 is designed to assist third-year M.Div. students in integrating their understanding from their curriculum with their experiences in ministry. Particular attention is given to articulating one's understanding of faith, tradition, and doctrine. This course is required of all third-year M.Div. students. (Offered every Fall)

**THPT 514. Ministerial Integration 2****(1 hour)**

Prerequisite(s): THPT 513.

Ministerial Integration 2 is a continuation of Ministerial Integration 1, designed to assist third-year M.Div. students in integrating their understanding from their curriculum with their experiences in ministry. THPT 514 must be taken in conjunction with the same professor and community of

students as THPT 513. Particular attention is given to reflecting on personal theological beliefs and practicing emotional intelligence. This course is required of all third-year M.Div. students. (Offered every Spring)

**THPT 600. Cultural Intelligence****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

The 21st century church is embedded in a period of rapid and complex cultural change. In a society where patterns of immigration, suburbanization, and urban revitalization can rapidly change the racial and ethnic landscape of a community, the "homogeneous unit principle" strategy for church growth and vitality no longer works. In this course, students will develop the knowledge and skills of cultural intelligence that will enable them to minister effectively across cultures, to lead congregations and organizations facing cultural change, and to engage in racial justice ministry. (Offered occasionally)

**THPT 601. Peace, Justice, & Reconciliation****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

This course explores the philosophical roots of justice, peacemaking, and reconciliation as foundational building blocks in an emerging mission theology. Mission as pro-active advocacy among oppressed peoples is traced throughout various movements such as liberation theology, civil rights, and human struggles for justice. Issues of human dignity are explored as components within the gospel and viewed as essential for the church's missional calling. Globalism's impact on the struggle for a new mission theology will be highlighted in the study. As a result of the course, students will understand the historical developments that led missiologists to consider the need for a new mission theology built upon justice, peace, and reconciliation, and will encourage students to engage these issues in the local church's approach to the world. (Offered occasionally)

**THPT 602. Judaism: History, Thought, & Practice****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

Judaism reflects the story of a complex amalgam of a particular people seeking God and of God reaching out to that people. That four-thousand-year-old drama is still playing out among Jewish communities here in Atlanta, in Jerusalem, Cape Town, Moscow, London, Paris, Berlin, Buenos Aires, Singapore, Mumbai and just about anywhere one's finger could land on a spinning globe. This course attempts to provide a historical, theological, and practical introduction to Judaism and the Jewish community. (Offered occasionally)

**THPT 603. Islam: History, Thought, & Practice****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course attempts to provide a historical, theological, and practical introduction to Islam and the Islamic community. (Offered occasionally)

### **THPT 604. Whatever Happened to Abram's Children? Judaism, Christianity and Islam**

#### **Today**

Prerequisite(s): None.

**(3 hours)**

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course examines the origins of Judaism, Christianity and Islam, and explores the historic tensions that have existed between the three traditions. Particular attention is given to the modern era in order to help students understand the global and missiological contexts in which the religions interact today. The course gives attention to the sacred texts of each tradition and includes site visits to places of worship. (Offered occasionally)

### **THPT 605. Why Did the Buddha Cross the Road? Asian Worldviews Religions and Philosophies**

Prerequisite(s): None.

**(3 hours)**

*\*Meets Cultural Context Course requirement and Comparative Religions course requirements.*

This course explores the religions of Asia, including Hinduism, Buddhism, Taoism, Shintoism, and Confucianism with particular attention to the interaction between religion and culture in the Asian context and missiological implications for the Christian faith. Students will read the sacred texts of each tradition, meet adherents of the various religions, and make site visits to places of worship in the Atlanta area. (Offered occasionally)

### **THPT 606. A Brother By Any Other Name? Cultural Lenses and the Face of Jesus**

Prerequisite(s): THPT 500 or advanced placement/permission of instructor.

**(3 hours)**

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course will examine ways in which Jesus is perceived through the lens of many of the world's religious traditions with an emphasis upon such perceptions from the context of the two-thirds world. Particular focus will be given to the ways in which Jesus has been depicted in art and film. (Offered occasionally)

### **THPT 607. Who Moved the Equator? The Global Church in a Multicultural World (3 hours)**

Prerequisite(s): THPT 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course assesses the church's role in the mission of God in the twenty-first century through the lens of previous historical shifts in the church's understanding of this mission, cultural realities that have shaped Christian mission, emerging missiological perspectives, and the shaping influence of churches in the eastern and southern hemispheres. Mission leaders from around the world will be conversation partners to assist students in understanding the twenty-first century context. (Offered occasionally)

**THPT 608. Mission Methodology & Practice****(3 hours)**

Prerequisite(s): THPT 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course will introduce students to emerging concepts in mission methodology and practice in areas of cross-cultural living and communication, sustainability, assets-based community development, and faith-sharing. This course will include visits to sites in the Atlanta metropolitan area. (Offered occasionally)

**THPT 609. Poverty, Wealth & Inequalities****(3 hours)**

Prerequisite: THPT 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course in community development and social ethics will look at poverty, wealth, and inequalities through the lenses of intersectionality and structural injustice. We will begin the course by using the four sources within Christian Ethics--scripture, tradition, reason, and experience--to understand the nature of poverty and why chronic poverty is so difficult to dismantle. We will then turn to sociology and economics to better understand inequalities in the US and abroad. Finally, we will look at constructive ways to dismantle chronic poverty by exploring creative approaches within community development, community organizing, and social enterprise. The entire course will utilize a community-based research model for teaching and learning as we partner with a local non-profit to do qualitative and quantitative research on poverty, wealth, and inequality that will benefit their specific work within a specific neighborhood. Additional fieldwork with our partner non-profit/neighborhood will be required outside of class times. (Offered occasionally)

**THPT 610. Field Research in Congregations & Communities****(3 hours)**

Prerequisite: THPT 500 or advanced placement/permission of instructor.

In this course, students will learn about qualitative research through working on a community-based collaborative research project in local churches/communities. The course begins with an introduction to re-search questions and basic research design. It then moves to a deeper exploration of qualitative social research and the practice of ethnography through an overview of classic approaches to ethnography such as: interpretive ethnography, extended case method, analytic induction, biographical method, relativism, grounded theory, and phenomenology. Particular attention is given, through both instruction and praxis, to action research, open-ended interviewing, participant observation, and the participatory process. Throughout the course, students will learn how the practice of qualitative research can enrich the work of the academy, congregations, and communities by prioritizing the role of experience and allowing space for asset-based community development and community organizing initiatives to emerge. (Offered occasionally)

**THPT 614. Why Can't We All Just Get Along? Interreligious Dialogue and Christian Faith**

Prerequisite: None.

**(3 hours)**

*\*Meets Cultural Context Course requirement and Comparative Religions course requirement.*

This course explores the possibilities of interfaith dialogue and collaboration for effective community transformation. Specific philosophical foundations and approaches to such dialogue are explored alongside dialogue and collaboration sessions with persons of other faith traditions. (Offered occasionally)

**THPT 620. Ministry with Children****(3 hours)**

Prerequisite(s): None.

This course will take the theories of faith development and apply them to practical ministries for children in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of children. (Offered occasionally)

**THPT 621. Ministry with Youth****(3 hours)**

Prerequisite(s): None.

This course will take the theories of faith development and apply them to practical ministries for youth in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of youth. (Offered occasionally)

**THPT 622. Ministry with Adults****(3 hours)**

Prerequisite(s): None.

This course will take the theories of faith development and apply them to practical ministries for adults in the church. Students will learn how to plan and implement educational programs, worship services, mission projects and fellowship opportunities that will enhance the spiritual learning and growth of adults. (Offered occasionally)

**THPT 623. Church Pedagogy & Curriculum Development****(3 hours)**

Prerequisite(s): None.

This course will introduce students to the notion that sound teaching methodology and challenging content are both integral to the mission and ministry of Christian Education in the local church. Therefore, students will practice and evaluate various models of teaching and they will learn the basics of good curriculum development. (Offered occasionally)

**THPT 624. Theological Approaches to Christian Education****(3 hours)**

Prerequisite(s): None.

This course will attempt to integrate and probe the conversation between the disciplines of education and theology about the processes by which Christian faith is embodied, communicated and re-formed within the church and culture. It will address, from the perspective of Christian education, some of the crucial theological issues central to the educational task. (Offered occasionally)



**THPT 625. Women: Believing, Worshiping, & Ministering (3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

This course will focus on women in the church and how a feminine perspective shapes and influences theology, worship and ministerial roles. Special attention will be given to issues that affect women ministers both spiritually and vocationally. (Offered occasionally)

**THPT 626. Supervised Teaching Ministry (3 hours)**

Prerequisite(s): Permission of instructor.

This course will provide faculty supervision for students who are teaching a single course in a pre-approved academic (non-ecclesial) capacity. Faculty supervisors will consult regarding syllabus construction, provide coaching for students throughout the course, and evaluate student pedagogy. Students must secure the teaching placement, solicit a faculty supervisor, and gain approval of the Associate Dean prior to registration. (Offered occasionally)

**THPT 641. The Theory & Practice of Pastoral Counseling (3 hours)**

Prerequisite(s): permission of instructor.

This course will introduce students to the ministry of pastoral counseling. It will explore pastoral counseling from a perspective that integrates theory and practice. Psychological and theological approaches to pastoral counseling will be introduced and integrated. In addition, the life and work of the pastoral counselor will be addressed. Students will gain knowledge of and appreciation for pastoral counseling. (Offered occasionally)

**THPT 642. Spiritual Care with Addicted Persons (3 hours)**

Prerequisite(s): None.

Cross-listed as: THSP 642.

This course will enable students to understand the physical, mental, emotional, spiritual, social, and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons. (Offered occasionally)

**THPT 643. Spiritual Care through the Interpretation of Dreams (3 hours)**

Prerequisite(s): None.

Cross-listed as: THSP 643.

This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

**THPT 644. Toward a Theory & Practice of Love****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

This course will use a pastoral theological methodology to study the experience of love. Disciplines from the theological disciplines and the social sciences will be employed to understand love in human experience and in ministry. (Offered occasionally)

**THPT 645. Spiritual Care with African American Families****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

This course focuses upon the unique pastoral care needs that arise out of the historical and contemporary experiences of African Americans. Students will review foundational and emerging texts in the theology and practice of African American pastoral care, while paying attention to sociocultural forces that shape the social, economic, and psychological well-being of African American families and communities. Students will be introduced to practical theological applications for providing care and counseling within African American communities. (Offered occasionally)

**THPT 646. Counseling Couples in the Congregation****(3 hours)**

Prerequisite(s): None.

This course introduces the theory and practice of pre-marital and marital counseling, focusing upon systems, trans-generational, and life-cycle perspectives. Special attention is given to the factors that contribute to relational health and disorder as well as practical resources for marriage education and couples counseling in local congregations. (Offered occasionally)

**THPT 647. Trauma Stewardship****(3 hours)**

Prerequisite(s): None.

This course prepares students to provide pastoral care and counseling to individuals, families, and communities impacted by trauma. It provides a general introduction to the nature of trauma, its impact on mental, physical, and pastoral intervention models for working with traumatized persons. Students will learn to identify the signs of trauma exposure response and to identify self-care and coping strategies that will sustain pastoral caregivers' work with trauma survivors. (Offered occasionally)

**THPT 648. Pastoral Care with Women****(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

This course explores the specific needs of women from the perspectives of the social sciences, the theological disciplines, and the literature of pastoral care. An integrated understanding of the needs and experiences of women will undergird specific guidance offered for pastoral care with women. (Offered occasionally)

**THPT 649. Coaching for Spiritual Growth****(3 hours)**

Prerequisite(s): None.

Cross-listed as: THSP 649.

This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

### **THPT 650. Spiritual Direction**

**(3 hours)**

Prerequisite(s): None.

Cross-listed as: THSP 650.

Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

### **THPT 651. Forgiveness and Reconciliation**

**(3 hours)**

Prerequisite(s): None.

Cross-listed as: THET 652.

*\*Meets Cultural Context Course requirement*

This course explores biblical, theological, and clinical approaches to forgiveness and reconciliation using a womanist/feminist pastoral methodology. Personal narrative and film will be used to explore the particularities of trauma/conflict in various contexts and to identify universal principles of forgiveness and reconciliation. Students will examine clinical and pastoral strategies for facilitating forgiveness and reconciliation in interpersonal relationships as well as large-scale social conflicts (i.e., racism, ethnic conflict, sexual violence). (Offered occasionally)

### **THPT 652. Gender & Sexuality**

**(3 hours)**

Prerequisite: THPT 502 or THPT 600 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course introduces students to the ethical practice of addressing issues of gender and sexuality in pastoral care and counseling. Using an interdisciplinary framework, students involved in this course will critically analyze their personal, cultural, and theological views of gender and sexuality; and will learn how gender, sexuality, and race intersect to shape and impact individual identities. (Offered occasionally)

### **THPT 670. The Practice of Preaching**

**(3 hours)**

Prerequisite(s): THPT 506 or advanced placement/permission of instructor.

Designed for all students whose vocation will include preaching, this course will expand the student's comprehension of the preaching task, and will give particular focus to the development and application of homiletical skills. The course includes a strong component of guided classroom preaching, discussion and response. (Offered occasionally)

### **THPT 671. Preaching & Film**

**(3 hours)**

Prerequisite(s): THPT 506 or advanced placement/permission of instructor.

This course introduces and analyzes the connections between contemporary films and preaching. Students will examine the relationships of faith and culture, films and culture, films and homiletical thought, and films and the preaching event. Films will be viewed and interpreted in terms of these relationships. Students will preach sermons based on the intersection of particular films and particular texts. (Offered occasionally)

### **THPT 680. Change & Conflict**

**(3 hours)**

Prerequisite(s): None.

This course will be an examination of the nature and dynamics of change and conflict in churches and religious institutions. The course studies the leadership role of the minister in effecting change and understanding conflict with focus on the skills needed to serve as a change agent. (Offered occasionally)

### **THPT 690. Worship & the Arts**

**(3 hours)**

Prerequisite(s): THPT 507 or advanced placement/permission.

This course will be an advanced worship elective. Students will focus on the relationship between worship and the arts through readings on theological aesthetics; lectures by professional and amateur artists; experiential encounters with various artistic media; and attendance at a film event, a musical performance, and a visual art exhibit. Students will incorporate their insights on worship and art in the planning and leadership of chapel each week at the School of Theology. (Offered occasionally)

### **THPT 691. Worship in the African American Church**

**(3 hours)**

Prerequisite(s): THPT 507 or advanced placement/permission.

*\*Meets Cultural Context Course requirement*

This course will introduce students to the history, theology and practice of worship in the African American church. Students will learn to think theologically about the character, the content, and the form of worship. Students will also learn practical worship skills for quality worship leadership. (Offered occasionally)

### **THPT 701. Leadership in Context**

**(3 hours)**

Prerequisite(s): None.

This course allows students to work in ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological education and the practice of ministry. Requires field placement and mentor. (Offered every Fall)

### **THPT 702. Leadership & Polity in the Church**

**(3 hours)**

Prerequisite(s): None.

This course allows students to work in church ministry settings alongside practitioners of ministry. In the classroom and on the field, the focus of the class is to help students integrate their theological

education and the practice of ministry. Requires church field placement and mentor. (Offered every Spring)

**THPT 703. Clinical Pastoral Education Unit 1**

**(6 hours)**

Prerequisite(s): Acceptance into ACPE approved program.

This course gives six hours credit for students accepted into and completing satisfactorily an off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. is done under the direction of a certified C.P.E. supervisor in a hospital, church or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Outside fee and liability insurance required. (Offered every semester)

**THPT 704. Clinical Pastoral Education Unit 2**

**(6 hours)**

Prerequisite(s): Acceptance into ACPE approved program and THPT 703.

This course gives six hours credit for students accepted into and completing satisfactorily a second off-campus basic unit of Clinical Pastoral Education (C.P.E.). (ACPE accredited) C.P.E. will be done under the direction of a certified C.P.E. supervisor in a hospital, church, or other institution who aids the student in developing skills in pastoral care, interpersonal relating, and theological reflection. Students will be awarded a grade of pass or fail and should register for the course in the semester in which they will complete the requirements for one full unit. Students may receive course credit for a maximum of two courses (12 hours) of CPE. Outside fee and liability insurance required. (Offered every semester)

**THPT 800. Special Topics: Subtitle**

**(1-3 hours)**

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

**Spiritual Care & Social Activism**

**(3 hours)**

*\*Meets Cultural Context Course requirement*

Drawing on the primary sources of social justice activists, this course will examine: (1) what it means to pursue social activism as a function of spiritual beliefs and/or religious identity; (2) the stresses, traumas, and spiritual struggles that activists experience as a result of their engagement in justice work; (3) the practices that sustain activists long-term and prevent burnout; and (4) the unique role that spiritual and pastoral caregivers can play in supporting and sustaining social activists and justice movements. Our approach is intentionally interfaith in that we will interface with activists and ideas from multiple faith and religious journeys, including Christianity, Indigenous African and American spiritualities, Buddhism, and emerging "materialist" spiritualities that are informed by the merging of spirituality with science and science fiction. (Offered occasionally)

**The Art & Practice of Prophetic Preaching****(3 hours)**

This course is structured to address one specific challenge: Restoring prophetic preaching to a place of urgency in the life of the church and public square. Prophetic preaching dares to render a relevant word to the world; it is the proclamation of the Gospel (Good News) of God's love and justice, that hold systems and individuals to account for actions that diminish human agency and thriving. Prophetic preaching dares to speak about tragic human activity, without falling into despair. It requires the practitioner and hearer to work toward building an alternative consciousness and worldview that is Christ's desire for humanity. To preach prophetically, one must preach the gospel in such a way that those who follow Christ will work toward a just community in spite of human frailty. This course is therefore designed to provide individuals with the theoretical framework, and social insight, to preach the prophetic Gospel of Jesus Christ with prophetic imagination. (Offered occasionally)

**Death & Dying****(3 hours)**

*\*Meets Cultural Context Course requirement*

*\*Meets Spirituality elective requirement*

Death is an inevitable part of life. We all must confront the issue of our mortality and how we will face death when it comes. As ministers and people of faith, we will not only deal with our own attitudes about death; we will be called upon to help others face dying, death, and end of life issues. This course will explore what is meant by death and dying, and will examine various customs, rituals, and ethics surrounding death. Theological reflection and appropriate ministerial responses will be discussed throughout. (Offered occasionally)

**Proctor Conference****(3 hours)**

*\*Meets Cultural Context Course requirement*

This advanced course requires attendance at the annual Samuel DeWitt Proctor Conference (SDPC). The mission of the SDPC is to nurture, sustain, and mobilize the African American faith community in collaboration with civic, corporate, and philanthropic leaders to address critical human and social justice needs within local, national, and global communities. The SDPC seeks to strengthen the individual and collective capacity of thought leaders and activists in the church, academy, and community through education, advocacy, and activism. The course content builds on the conference sessions and speakers who explore the intersection of scripture, social ethics, theology, and the practice of ministry in African American congregations and communities. While focused upon the needs of African Americans, the course is open to all students, regardless of race and ethnicity, and is appropriate for anyone interested in serving in African American contexts. Students who register for this course will participate in the SDPC's Winter Intensive track along with seminarians from across the country. (Offered every Spring)

**Sexuality & Interreligious Dialogue****(3 hours)**

*\*Meets Cultural Context Course requirement*

This course aims to explore the intersections of interreligious dialogue and sexuality, looking at the approaches of the Abrahamic faiths to diverse sexual identities in the modern world.

Too often the hindrance to the inclusion of sexual minorities within societies is championed by faith groups across the world. LGBTQ exclusion can unfortunately act as a common point of interfaith dialogue or in worse cases become a competition on which faith group can react the strongest against LGBTQ people. Further, inclusive faith communities may find their inclusion of LGBTQ people as a hindrance to engaging in interreligious dialogue with other faith groups. This exploration aims to deepen learning around understandings of sexuality within the Abrahamic faith traditions and seeks to center inclusion of LGBTQ people as a point of robust collaboration between faith groups. The course will focus on responses and dialogue in the Abrahamic traditions within faith communities in Europe and the Middle East with some input from American sources. (Offered occasionally)

**Reel Spirituality: Finding the Sacred in Cinema** (3 hours)

Films are a part of our cultural vocabulary as modern-day Americans. A common question for people attempting to make “small talk” is to use the entry point of Movies. “What movies have you seen...Did you see...Are you a fan of...” Embedded in our cultural love of film is our yearning for connection meaning and a glimpse of the sacred. Common themes implicit and explicit in film is the sacred arch of the hero. The struggle to accept a call, the challenge of redemption the power of grace, the pain of sin and the question of faith, suffering, and love. This class will offer the student tools to examine a film as a cultural artifact with intrinsic spiritual meaning created by the artist and or discovered by the viewer. The class will explore the basic cinematic techniques to convey moral sensibilities and sacred sensitivity. Each student will learn basic cinematic vocabulary and connect this vocabulary to homiletical techniques for the modern church. Watching, and learning to read film and analyze the spiritual themes is a requirement in this course. The final film project of this course will ask the student to create a short sermonic film on a cell phone using cinematic vocabulary with the moral and spiritual themes examined in the course. (Offered occasionally)

**Pastoral Care for Marriage & Family** (3 hours)

This course will introduce students to the foundational framework for the practice of ministry and pastoral care with couples and families. This course will provide an overview of social, historical, theoretical, theological/religious and pastoral perspectives on marriage and family and explore the basic frameworks for pastoral practice. Topics such as family life cycle, pre-marital counseling LGBTQIA concerns, domestic violence, infidelity, loss, bereavement, divorce will be addressed. (Offered occasionally)

**Faith and Health in Rural Context** (3 hours)

This course is designed to introduce students to interdisciplinary collaborative learning at the juncture of faith and health. This is a research focused course. Students will engage in a research project on a specific aspect of Religion and Health. They will be assigned a project and paired with a student from Mercer’s School of Medicine to inform community collaborations. (Offered occasionally)

**THSP 511. Spiritual Formation 1****(1 hour)**

Prerequisite(s): None.

Spiritual Formation I is an introductory course designed to assist first year students in understanding the nature and role of spiritual formation in Christian discipleship and the call to ministry. Particular attention is given to building community, understanding theological education, developing a prayer life, and caring for self as these relate to personal and professional identity formation. Students are challenged to examine their own spiritual journeys and to assess areas of need for further growth. This course is required of all first-semester M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load. THSP 512 must be taken in conjunction with the same professor and community of students as THSP 511. (Offered every Fall and Spring)

**THSP 512. Spiritual Formation 2****(1 hour)**

Prerequisite(s): THSP 511.

Spiritual Formation II is a continuation of the first semester course designed to assist first year students in understanding the nature and role of spiritual formation in Christian discipleship and the call to ministry. THSP 512 must be taken in conjunction with the same professor and community of students as THSP 511. Particular attention is given to the practice of spiritual disciplines and the role they play in strengthening one's spiritual formation. Attention is also given to how one's personality type influences spiritual practices and one's relationship to God. This course is required of all first-year M.Div. and M.A.C.M. students. Students who withdraw from this course must withdraw from all other courses for the semester. Students who do not pass the course must take it in the succeeding semester and may be subject to a required reduction in course load. (Offered every Fall and Spring)

**THSP 601. Spiritual Disciplines for Christian Spiritual Formation (3 hours)**

Prerequisite(s): THSP 511.

This course is an introduction to classical Christian spiritual disciplines from historical, experiential, and ministry perspectives with a view to enrichment of personal and vocational spiritual formation. (Offered occasionally)

**THSP 602. Christian Pilgrimage****(3 hours)**

Prerequisite(s): THSP 511.

This course will explore the Christian pilgrimage as a model for understanding and practicing Christian spiritual formation. It will include various approaches to pilgrimage, including literary, historical, theological, and sociological perspectives. (Offered occasionally)

**THSP 604. Christian Formation for Racial Reconciliation, Part 1****(1.5 hours)**

Prerequisite(s): permission of instructor.

*\*Meets Cultural Context Course requirement*



This course invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students. Pass/Fail. (Offered occasionally)

**THSP 605. Christian Formation for Racial Reconciliation, Part 2** (1.5 hours)

Prerequisite(s): THSP 604.

*\*Meets Cultural Context Course requirement*

This course is a continuation of THSP 604 invites students to live into the call to Christian racial reconciliation in the context of a small, intentionally diverse spiritual formation group. The group will meet weekly for two semesters to discuss personal experiences of race and racism and the principles of Christian reconciliation. Through prayer and dialogue, the course aims to foster spiritual formation and social change by equipping students with the knowledge base and practical skills needed to engage in the ministry of racial reconciliation in local congregations and other ministry settings. Enrollment is limited to 15 students. Pass/Fail. (Offered occasionally)

**THSP 642. Spiritual Care with Addicted Persons** (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 642.

This course will enable students to understand the physical, mental, emotional, spiritual, social, and theological aspects of the processes of addiction and recovery. Both substance and process addictions will be addressed. Learners will explore in depth their own experiences with addiction and grace. Students will develop and practice skills to minister effectively with addicted persons. (Offered occasionally)

**THSP 643. Spiritual Care through the Interpretation of Dreams** (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 643.

This course will enable students to understand and make use of dreams as a resource for pastoral care. Students will learn and integrate psychological, Biblical, theological, and spiritual perspectives on interpreting dreams. Learners will explore in depth their own experiences with dreams. Students will develop and practice skills to use dreams effectively in their work of ministry. (Offered occasionally)

**THSP 649. Coaching for Spiritual Growth** (3 hours)

Prerequisite(s): None.

Cross-listed as: THPT 649.

This course explores the contemporary practice of life coaching as a methodology for facilitating the spiritual growth of individuals. Spiritual growth will be addressed from both classical perspectives and modern approaches to spirituality within coaching and Christianity. (Offered occasionally)

**THSP 650. Spiritual Direction in Ministry**

**(3 hours)**

Prerequisite(s): None.

Cross-listed as: THPT 650.

Providing spiritual guidance through pastoral conversations will be explored. Spiritual guidance regarding healing faulty images of God and a troubled relationship with God will be emphasized. (Offered occasionally)

**THSP 701. Classics of Christian Devotion**

**(3 hours)**

Prerequisite(s): None.

Cross-listed as: THCH 701.

This course introduces students to selected Christian devotional classics through the disciplines of history, spirituality, and personal reflection. Students will gain historical knowledge of the authors and works of classical spiritual writings, learn to interpret and evaluate Christian devotional works, and be provided a context for responding personally and vocationally to Christian spiritual formation as presented in various texts. (Offered occasionally)

**THSP 703. Celtic Christianity**

**(3 hours)**

Prerequisite(s): THCH 500 or advanced placement/permission of instructor.

Cross-listed as: THCH 703.

This course surveys the variety of distinctive Christian ways that appeared as Christianity developed in the Celtic culture on the far western edge of Europe between 400 and 1200 C.E. with an emphasis on those aspects that have had lasting influence and attraction among current day Christians. (Offered occasionally)

**THSP 706. Creation Theology, Spirituality, and the Arts**

**(3 hours)**

Prerequisite(s): THOT 500 or advanced placement/permission of instructor.

Cross-listed as THOT 706.

This course will explore the intersection of Hebrew Bible creation theology, spiritual formation, and the creative arts. Participants will study various interpretive approaches to creation literature throughout the Old Testament. The biblical study will provide the foundations for bi-weekly nature/creation experiences in which class members practice mindfulness while also exploring the creative arts as spiritual discipline. Participants should, therefore, be willing to travel to different locations within metro-Atlanta for approximately half of the class sessions. Each member should also set aside a non-interrupted eight-hour time block for an individual nature retreat that will provide the foundation of their final project. For the final project, class members may choose any artistic medium to communicate their experiences of the Holy in the intersection between scripture and the natural

world. The final project includes a paper articulating exegetical reflections on scripture and how they influence the artistic expression in the final project. (Offered occasionally)

**THSP 712. Contemplation in a World of Action: The Life and Writings of Thomas Merton**

Prerequisite(s): None.

**(3 hours)**

Cross-listed as: THCH 712.

This class is a study of the influence upon church and society of twentieth-century poet, religious writer, activist, monk, and contemplative Thomas Merton, with particular focus upon his contributions to the connections between contemplation and action in the world. Merton did more than perhaps anyone else in his era to reclaim the values and practices of contemplative life for ordinary Christians, and to express the link between the contemplative life and the life of action seeking a just and peaceful world. The class is structured around reading significant works by Merton in chronological order. (Offered occasionally)

**THSP 713. Postmodern African-American Spiritualities**

**(3 hours)**

Prerequisite(s): None.

*\*Meets Cultural Context Course requirement*

This course explores the increasing shift away from organized religion among African American Christians, most notably millennials, racial/gender activists, and womanist scholar/practitioners. As many historically white churches have been merging, downsizing, and in some cases closing their doors permanently as their memberships age and pass away, African American congregations have appeared more stable, buttressed by the centrality of faith and the supportive role of churches in the daily lives of many African Americans, as well as by the international growth in Pentecostalism. This relative congregational stability has obscured the increasingly tenuous relationship that many African Americans have with Christian congregations and the complex spiritualities that are emerging. In this class, we will utilize fiction, memoir, and popular music to demonstrate the continuity between millennial and womanist/feminist critiques of Christianity. We will examine how African Americans are drawing upon rabbinic Midrash, African, and Eastern traditions to broaden their personal faith commitments and to articulate postmodern spiritualities. (Offered occasionally)

**THSP 800. Special Topics: Subtitle**

**(1-3 hours)**

May be repeated with different subtopics

Prerequisite(s): Varies (Offered occasionally)

**Ritual Action: Embodying New Stories**

**(3 hours)**

This course examines the life-shaping power of ritual, offering an introduction to the field of ritual studies. The course focuses on how the action of ritual embeds stories in our bodies—individual and communal—especially at the intersection of humanity and the Divine. This provides an embodied hermeneutic for class members to participate in, reflect on, and craft rituals in the context of their life and ministry. (Offered occasionally)

**Sacred Listening in Tumultuous Times****(3 hours)**

This course invites students to experience the spiritual practice of deep – or sacred – listening as they learn to be fully present with the stories of individuals, communities, institutions, and societies who encounter tumult, impasse, or trauma. They will learn how re-storying emerges through a heightened understanding of “the dark night of the soul,” biblical practices of lament, and embodied trauma. To guide students into this spiritual practice, they will also explore their own personal and spiritual formation story. (Offered occasionally)

**Practical Prayer****(3 hours)**

Special Topics: Practical Prayer is offered as a class in the field of Christian Practical Ministry. In this class, we will consider prayer practices and patterns from the ancient paths of mothers and fathers of the faith. We will construct prayers for occasions of celebration and the heart-wrenching cries of lament. We will notice and reflect upon potential pitfalls in our practices of prayer. We will explore historical practices of prayer in the liturgical and scripture-centered traditions. Our readings, class presentations, and book critique papers will invite us to cultivate our connections with God and prepare us to offer public prayers for various occasions in which we are called upon to pray. (Offered occasionally)

**Contemplative Prayer Practices****(3 hours)**

This course offers a class in the field of Christian Practical Ministry. In this class, we will consider contemplative prayer practices and patterns from the ancient paths of mothers and fathers of the faith. We will explore historical practices of contemplative and meditative prayer in the liturgical and scripture-centered traditions. Our readings, class presentations, and discussion board postings will invite us to cultivate our connections with God and prepare us for mentoring others in contemplative practices. (Offered occasionally)

**Explorations in Queer Spirituality****(3 hours)**

As queer people have been excluded and hurt by church experiences, asking queer people of faith to continue to engage in any spiritual practices, both personally and corporately, can be akin to asking a victim to continue a relationship with an abuser. Even within inclusive spaces, spiritual practices can trigger negative emotions in queer people. How can queer people effectively grow in faith through spiritual practices without experiencing further trauma? This course will act as a personal exploration of faith, sexuality, and spiritual engagement and seek to reclaim a sense of spirituality in a distinctively queer and Baptist way. (Offered occasionally)

**Spiritual Discernment****(3 hours)**

This course is offered as a class in the field of Practical Ministry. The students and professor will meet synchronously online on Monday and Thursday evenings. Students will also have asynchronous assignments of reading, written assignments, and watching online presentations. In this class we will learn and practice ways of discerning the will of God for us individually and in community. We will explore various historical and contemporary practices of hearing and discerning God’s will. We will notice and reflect on potential pitfalls in various methods of discernment. Our readings and class presentations will invite us to

consider Ignatian, Quaker, and Ecumenical processes for discerning how to live faithful lives in response to God's love. (Offered occasionally)

**THTP 500. Foundations in Theology****(3 hours)**

Prerequisite(s): None.

This course surveys briefly the history of Western theological thought and notes developing world movements in the modern period and then focuses upon the nature, sources, and scope of systematic theology identifying the major theologians, issues, and terminology associated with the central Christian doctrines that have shaped the community of faith. The course will survey the basic components of Christian doctrine and the task of Christian theology. (Offered online every Fall and on campus every Spring)

**THTP 501. Philosophy for Theological Thought****(3 hours)**

Prerequisite(s): None.

This course is an introduction to the major figures and ideas in the history of philosophy, with special emphasis on questions of the relationship of philosophy to theology. Included are the contributions of the following figures: Plato, Aristotle, Descartes, Locke, Kant, Hegel, Marx, Heidegger, Wittgenstein, etc. (Offered online Spring)

**THTP 601. Christian Theology & Culture****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course examines the dynamic interaction of faith in life, seeking to develop the student's competence in identifying descriptions of "Culture" and Christianity that respectfully appreciate and critically evaluate the particular worldview in their place of ministry. The students are encouraged to use Christian theology as a skill to be applied in a local community context through biblical interpretation, pastoral counseling, preaching, and teaching. (Offered occasionally)

**THTP 602. Suffering and Evil****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course examines the philosophical and theological challenges of the problem of evil and suffering for the Judeo-Christian tradition. Various historical theological responses are evaluated such as: the free-will defense, temporal dualism, Soul-making models, protest theodicy and evolutionary models. The student is encouraged to construct their own theological response. (Offered occasionally)

**THTP 603. Atonement & Reconciliation****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course examines the human predicament of alienation from God, from oneself and from others. The primary metaphors of the Christian tradition "sin and bondage of the will" are examined through a survey of biblical theology and the Western Christian tradition. The course emphasizes the need for

a culturally relevant Christian understanding of atonement and reconciliation in light of the life, ministry and death of Jesus Christ. (Offered occasionally)

**THTP 604. Models of God****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Models of God are central to the identity of any culture, nation, tribe, and family or self. This course asks a series of questions related to this assumption. What is the psychological and sociological basis for our search and need for the sacred? How does the religious tradition of Israel identify its understandings of God? How is the human search for the sacred formulated in a distinctively Christian understanding of God? What are the necessary components of a Christian understanding of God? This class attempts to identify the pivotal turning points in history of the Western Christian understanding of God. (Offered occasionally)

**THTP 605. Religious Language****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

The Religious Language course examines the nature, status, and reference of religious metaphor and language. In order to address these issues, the course must briefly identify a history of semantic theory and its relationship to religious communities. The course will introduce key personalities, terminology and ways of creating composite metaphors and image schemes for use in worship, prayer and devotional settings. (Offered occasionally)

**THTP 606. Theology & Science****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course provides an introduction to the religious view of “the Self” and its interface with contemporary science. Religion as a cultural activity is linked with the creation and maintenance of certain kinds of self-conceptions. Religion transforms biological human identity into a supernatural related self through the use of symbols. Science is called upon to describe the “what am I” question or biological identity while religious language and theology focus on the “who am I” question of supernatural identity. It is the interplay between the languages of science and theology that we see the emergence of the responsible self who asks, “How should I act” within the community. This course encourages cross-cultural communication as a context whereby participants will benefit from the diverse backgrounds and knowledge of others. This will lead to a broader and hopefully wiser understanding of oneself. (Offered occasionally)

**THTP 607. Christology****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course surveys the nature and person of Jesus Christ as recorded in the canonical Gospels and the epistles of the New Testament noting the developing discussion in the post-biblical councils and contemporary reformulations. Primary considerations include the relationship of Jesus' nature and person with the nature and person of God. The course concludes with an examination of contemporary Christological debates and their impact on the church. (Offered occasionally)

**THTP 608. Ecclesiology****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course examines the purpose, nature and mission of the Church. Ecclesiology deals with the church's origin, its relationship to the life, ministry and teaching of Jesus; its role in salvation, its discipline, its destiny, and its leadership. The course will seek to address the various models and manifestations of the church in a variety of global and historical contexts. The course concludes with creative reflection on how might the church reconfigure itself for the future. (Offered occasionally)

**THTP 609. Eschatology****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course surveys the branch of Christian theology devoted to the study of "Last Things." The major issues and events in Christian eschatology are death and the afterlife, Heaven and Hell, the Parousia (Second Coming of Jesus), the Resurrection of the Dead, the Rapture, the Tribulation, the end of the world, the Last Judgment, and the New Heaven and New Earth of the World to Come. This course examines how Christian views of history and the end-times have influenced Western and Global Christianity in the fields of politics, religious movements, and literature. (Offered occasionally)

**THTP 610. Faith & Atheisms****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

This course examines the growing cultural interest in the multi-dimensional claims of Atheism and asks how the community-of-those-committed-to-Christ reads this cultural event and responds appropriately. The course surveys the atheist critiques of religion in order to analyze observations about the sometimes-disreputable functions of religious practice and belief. While the current attention tends to focus on "atheisms of science" by authors like Daniel Dennett, Richard Dawkins, and Christopher Hitchens, this course will also examine historical figures such as Freud, Marx, Nietzsche and that of Thomas Altizer, Richard Rubenstein and Slavoj Zizek respectfully. (Offered occasionally)

**THTP 708. Theology After the Holocaust****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THET 708.

*\*Meets Cultural Context Course requirement*

This course is a critical consideration of the moral, religious, and theological implications of Nazi Germany's "war against the Jews" --the intentional and calculated destruction of some 6 million European Jews (accompanied by the enormous suffering and losses experienced by other "undesirable" groups), which is referred to as the Shoah, or Holocaust. The course considers the psychological and social worldviews of those "victimized," "the executioners," and the "bystanders." Contemporary Jewish and Christian theologies are analyzed to understand the challenges of this tragic history on both religious communities. (Offered occasionally)

**THTP 709. Theology and Ethnography****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

This course assumes that Theology without concrete access to how believers live can be empty. The language of theology requires that which is not always explicitly theological language (behavior, will, perception, images, time, space, sight, sound, and the gesturing body) in order for language about God to be relevant; theology needs detailed study of these phenomena in actual communities. Ethnographic research is a fruitful means by which this manner of embedded theological interpretation makes this interface possible. The course teaches ethnographic interviewing as a process for reflection on embedded theology in a local context. (Offered occasionally)

**THTP 710. Theology & Economics****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THET 710.

*\*Meets Cultural Context Course requirement*

This course examines the relationship between Christian Theology and economics on the assumption that economics and economy are not value free from the extra-economic realms of culture and religion. This course claims that economics is subordinate to theology in the sense that theological concerns set the moral parameters for the functioning of the market. Key theorists and theologians are reviewed including Adam Smith, Karl Marx, Hayek, Keynes, Freidman, and Deleuze in the field of economics, and Augustine, Aquinas, Novak, Berger, Stephen D. Long, and Philip Goodchild in theology. (Offered occasionally)

**THTP 714. Political Theology****(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

Cross-listed as: THET 714.

*\*Meets Cultural Context Course requirement*

The Christian imagination finds itself confronted with a picture, a theological image in which God, humanity and world form a divine nexus. Believers have reasons for thinking that they live in this nexus, just as they have reasons for assuming that it offers guidance for political life. Are Christians supposed to withdraw from a corrupted world that was abandoned by the Redeemer? Are Christians called upon to rule the earthly city with both church and state, inspired by the Holy Spirit? Or are believers expected to build a New Jerusalem that would hasten the Messiah's return? These sorts of questions populate the field "political theology." Major historic events in the history of Christianity and the theo-politicians who contributed to these watershed interpretations will be examined. (Offered occasionally)

**THTP 800. Special Topics: Subtitle****(1-3 hours)**

May be repeated with different subtopics.

Prerequisite(s): Varies.

**Guided Readings: Subtitle**



May be repeated with different subtopics

Prerequisite(s): THTP 500 or advanced placement/permission of instructor

The readings in this course are designed for the advanced student in Theology and Philosophy of Religion. An in depth, close reading, of writers who have shaped Christian theological discourse will be the focus of the course. Examples include the writings of Karl Barth, Paul Tillich, Ludwig Wittgenstein, G.W.F. Hegel, Meister Eckhart, Augustine of Hippo, Thomas Aquinas, John Calvin, Martin Luther, Jurgen Moltmann, and Johann Baptist Metz. The Guided Readings course is sometimes organized around topics and issues such as: Political theology, Liberation theology, Feminist theology, Post-colonial theology, and Contextual theology. The primary task of this seminar is critical reading and analysis of the material covered with the expectation that each seminar participant will actively participate in the discussion. (Offered occasionally)

### **Caribbean Theology**

**(3 hours)**

Prerequisite(s): THTP 500 or advanced placement/permission of instructor.

*\*Meets Cultural Context Course requirement*

The Caribbean is changing culturally and racially with residents moving between the island nations, migrating from the Americas, and Asia. After mere decades of independence, these island nations struggle to determine their cultural identity in the postcolonial era. Religious identification will require newness, new ways of Biblical interpretation, practice of Christianity, and the willingness to review long held structures of leadership fashioned after those of former colonial leaders. This Independent Study will focus on the religious history of the Caribbean religion, study of potential challenges faced within religious leadership structures, and suggestions for future unity. (Offered occasionally)

### **Making Sense of God**

**(3 hours)**

This course explores the conceptual terrain around fundamental theological ideas internal to the Christian faith, such as prayer (talking to God), the divine will, divine hiddenness, divine power, divine suffering, etc. The course examines the assumptions and assessments of skeptics and believers alike toward a renewed contemporary apologetic. (Offered occasionally)

### **Philosophy and Race**

**(3 hours)**

*\*Meets Cultural Context Course requirement*

This course examines the historical influence of various philosophical movements on issues of race, ethnicity, and otherness. Particular attention will be given to 19<sup>th</sup> and 20<sup>th</sup> century movements that have served as sources of both oppression and liberation. (Offered occasionally)

### **Postmodernism and the Church**

**(3 hours)**

This course focuses on the cultural, literary, and ideological influence of postmodernity on the contemporary church. This course will examine the work of leading of figures associated with *Postmodernism* assessing both the cultural and theological influence of each. (Offered occasionally)

**Moral Philosophy and Christian Thought****(3 hours)**

This course surveys the history of western moral philosophy and its influence on Christian moral thought and practice. Special attention will be given to modern moral theories and their respective impacts on the contemporary moral landscape inside and outside the church. (Offered occasionally)

**Philosophy for Ministry****(3 hours)**

This course is a reading course that investigates some of the great intellectual figures in Christian history and the import of their reflection for various aspects of Christian ministry. Figures include: Augustine, Aquinas, Luther, Kierkegaard, Weil, Cone, etc. (Offered occasionally)

**Narrative Theology****(3 hours)**

Christian theology begins and ends with narrative construction, story formed method rooted in a community's sense of Origin, Purpose, and Destiny. This narrative function of theology is rooted in: 1) Intelligible human action as narrative in form, 2) human life has a fundamentally narrative shape, 3) humans are story-telling animals, 4) people place their lives and arguments in narrative histories, 5) communities and 6) traditions receive their continuities through narrative histories, and 7) epistemological progress is marked by the construction and reconstruction of more adequate narratives and forms of narrative. This course will examine breakthroughs in narrative theory and theological method over the last fifty years and will identify the linkage of biblical renderings of God's dramatis persona, autobiographical constructions of the self and biographical critique. The course will also examine the postmodern context in which we live where narratives that unite communities internally find themselves challenged by alternate narratives raising pastoral and ethical concerns for ecclesiological reflection. (Offered occasionally)

**A Philosophical and Theological Study of the Trinity****(3 hours)**

This course invites student to examine a uniquely Christian Theological "take" on the concept of God. Using Charles Taylor's discussion on the difference between a "take" and a "spin" the course sets out to reframe our discussion of "the Trinity". Taylor argues that in a secular age the assumption of divine transcendence has in fact been lost. The modern Western world has an immanent frame of reference. Often, appeals to a divine other are met with serious skepticism and perceived as an overconfident "spin" thinking that the Christian doctrine of God is obvious and dismissive of plethora of diverse perspectives. This course, however, will employ a humble starting point that recognizes the contestability of the social imaginary that we live in. We, therefore, are required to reframe the Christian categorical scheme as a "take," a contestable reflection, with an emphasis on the functional role of a concept of God in our social world. More specifically, how can the Christian interpretation of God as Triune be understood today? This course asks you to become an active learner, critically appropriating and personally responding to the ideas at hand. Such a process is best described as

conversation, and thus the student is invited to engage in a semester-long, written and oral conversation with the ideas introduced in this course. (Offered occasionally)

## **DOCTOR OF MINISTRY (D.MIN.) DEGREE PROGRAM**

The Doctor of Ministry degree is a three-to-four-year, 32-hour degree program and is the highest professional degree offered by a theological school. The Doctor of Ministry degree presupposes the M.Div. degree and constitutes an advanced professional degree at the doctoral level available to those seeking to enhance their ministry. It is the purpose of the D.Min. degree to provide the level of knowledge, theoretical clarity, and competence of practice commensurate with the highest earned degree for the profession and practice of ministry. Thirty-two hours are required for completion of the D.Min. degree.

The School of Theology's program invites ministers, denominational leaders, and persons in a variety of ministries to join with colleagues in working for excellence in ministerial leadership within the local church by focusing on the spiritual life of the minister, the continual development of learning in the discipline of ministry, and the praxis of ministry in everyday situations.

The D.Min. degree at the School of Theology emphasizes collegial learning with professors and peers, intense study in a variety of subjects designed and taught specifically for Doctor of Ministry students, a three-semester program of analysis of ministry competencies within a ministry setting, and a final written project thesis with a focus on a particular aspect of ministry. The focus of the program is to cultivate in students a theologically-informed praxis of ministry that manifests the unity and interrelatedness of theory and practice. All acts of ministry are seen in the light of an informed theological vision of the nature and mission of the church in the world, and in turn, the actual practice of ministry continually shapes and reforms that theological vision.

### **Doctor of Ministry (D.Min.) Student Learning Outcomes**

SLO 1 Doctor of Ministry students completing their project thesis will be able to integrate refined skills in critical biblical scholarship with advanced theological reflections.

SLO 2 Doctor of Ministry students will be able to evaluate their ministry context in terms of its mission, environment, notable challenges, and ministry leadership at the completion of their degree program.

SLO 3 Doctor of Ministry students will be able to articulate a holistic practical theology attentive to their ministry context at the completion of their degree program.

SLO 4 Doctor of Ministry students will be able to identify how their spiritual maturity informs their practice of leadership.

SLO 5 Doctor of Ministry students will be able to identify the vocational implications of their project for God's work in the world at the completion of their degree program.

SLO 6 Doctor of Ministry students will be able to write and defend their project thesis using effective written and oral communication skills at the completion of their degree program.

### **Areas of Specialization**

The Doctor of Ministry faculty of McAfee School of Theology is diverse in its expertise in academic disciplines, practical experience in ministry, and interests in topics for a Project Thesis. Every effort will be made to accommodate the interests and needs of students within the limits of faculty teaching and supervisory loads. The decision for the selection of a Faculty Supervisor is reciprocal, with each Faculty Supervisor free to accept a given student for supervision after explorations of the student's interests and skills. The Director of the D.Min. Degree Program will consult with each student to determine which faculty member to approach to become their faculty supervisor. After positive communication from the Director, the student will initiate communication with the faculty member requesting supervision for the remainder of the program.

Ministry in its multiple facets is the focus of the program. The following areas are the primary areas of available supervision for the program. Prior to entering the program, students should seek a Faculty Supervisor within these respective areas. Brief resumes of each member of the faculty are available on the Mercer web site.

#### *Christian Spirituality*

This specialization focuses on ministry designed to enhance spiritual formation, disciplines of prayer, and equipping congregants to develop in their faith commitments require the leadership of minister as spiritual guide. Spiritual formation focuses on the needs of congregations and individuals to continue growing in matters of individual faith and as a corporate faith community.

#### *Justice and Peacemaking*

This specialization focuses on the application of the ethical mandates of the Kingdom of God and students will engage biblical, historical, and theological understandings of the minister as ethical guide in all of the arenas of contemporary life.

#### *Leadership and Ministry*

Students will study leading congregations in the transformational processes of change, to adapt to changing community contexts, or to develop creative initiatives in management of congregational ministries such as coaching. Students explore through reading and practice the principles of effective leadership and management.

#### *Mission and Community Transformation*

This area offers opportunities for students to develop projects that focus on the concept of the kingdom of God as a redeeming reality in the world. Issues that affect the church's mission such as postmodernism, cultural shifts, social justice, and demographic changes are examined. The church is viewed as the communal embodiment of Christian faith yet joining with others in encompassing

concern for the ongoing task of redemption, renewing social order, and promoting justice and peace in the world.

### *Pastoral Care/Chaplaincy*

Students engage in ministry projects related to pastoral counseling, chaplaincy services, and congregational care will explore the primary competencies of pastoral care giving through reading, clinical supervision, and Ministry Coaching.

### *Preaching*

Students who wish to focus on preaching and faith communication will explore creative ways to communicate the gospel through the spoken and written word. Effective methods of communication and research into the ways congregations and readers understand the gospel are explored. Faith communication through the arts, through story, written communication, and visual and electronic means are researched as ways to enhance the minister's task of sharing the word of God.

### *Scripture and the Life of the Church*

Students reflect upon the importance of a biblically based ministry and challenges students to evaluate their ministry in terms of scripture. Students are introduced to the latest in scholarship, tools, and resources that will help them formulate a ministry project emphasizing biblical understanding.

### *Theology/Christian Worship*

Students engaged in ministry projects related to worship focus on how congregations address the differing worship traditions of the Church as well as varied styles that are present today. The varieties of worship style are explored in order to give insight to the student regarding the meaning, symbol, development, and history of various approaches. Students may also focus attention upon rethinking Christian faith in the context of the congregation and that reflect on the continuing task of theological formation in light of Scripture and the Church's faith and contemporary experience.

## **Doctor of Ministry Curriculum Overview**

### **Mentoring and Advanced Research Integration Units: 9 hours**

<i>Course Name</i>	<i>Course #</i>	<i>Credits</i>
Spirituality and Vocation	DMIN 651	3
Clarity and Context	DMIN 652	3
Specialization and Integration	DMIN 653	3

**Total: 9 hours**

### **Seminars: 18 hours**

<i>Course Name</i>	<i>Course #</i>	<i>Credits</i>
Biblical/Theological Foundations for Ministry Seminar Prep	DMIN 706	3
Biblical/Theological Foundations for Ministry Seminar	DMIN 707	3

Choose 2 seminar prep/seminars from the following: 6

\*Spirituality Specialization take 2 Spirituality seminars

DMIN 702 Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Prep

DMIN 703 Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar

DMIN 704 Spiritual Practices in the Life of the Church Seminar Prep

DMIN 705 Spiritual Practices in the Life of the Church Seminar

DMIN 730 The Practice of Ministry Seminar Prep

DMIN 731 The Practice of Ministry Seminar

DMIN 733 Contextual Ministry & Culture Today Seminar Prep

DMIN 734 Contextual Ministry & Culture Today Seminar

**Project Thesis: 5 hours required**

<i>Course Name</i>	<i>Course #</i>	<i>Credits</i>
*Project Thesis Proposal Writing	DMIN 752	1-2*
Thesis Project I	DMIN 755	2
Thesis Project II	DMIN 756	2
**Thesis Project III	DMIN 757	2**
***Thesis Project IV	DMIN 759	2***
Oral Examination	DMIN 758	1

**Total required for D.Min. Degree Program: 32 hours**

\*Students should enroll for this course if (1) they have successfully completed DMIN 653, (2) they have not submitted a project thesis proposal to the Director of the DMIN Degree program for committee review and received approval, and (3) plan to work on a DMIN Project Thesis Proposal. Students are required to have faculty supervision while completing their Project Thesis Proposal. Students who submit an acceptable Project Thesis Proposal while enrolled in DMIN 653 do not need to take DMIN 752. This course is above and beyond the required 32 hours for degree completion.

\*\* Students should enroll for this course of supervision if they have completed DMIN 756 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion.

\*\*\* Students should enroll for this course of supervision if they have completed DMIN 757 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion.

Year	Fall
1	Spirituality & Vocation (3 hours) <b>3 Hours</b>

Year	Spring	Summer	Fall
2	Seminar Prep 1 (3 hours) <b>3 Hours</b>	Seminar 1 (3 hours) <b>3 Hours</b>	Clarity & Context (3 hours) <b>3 Hours</b>

Year	Spring	Summer	Fall
3	Seminar Prep 2 (3 hours) <b>3 Hours</b>	Seminar 2 (3 hours) <b>3 Hours</b>	Specialization & Integration (3 hours) <b>3 hours</b>

Year	Spring	Summer	Fall
4	Seminar Prep 3 (3 hours) Project Writing 1 (2 hours) <b>5 hours</b>	Seminar 3 (3 hours) <b>3 Hours</b>	Project Writing 2 (2 hours) Oral Defense (1 hour) <b>3 hours</b>

**32 hours Total**

**3.5 years**

**3-5 hours per semester**

## D.Min. Program Overview

### Faculty Supervision

Each student in the D. Min. program will work with a Faculty Supervisor in their area of specialization. Supervisors provide advising in the program process, collaboration on experiential learning modules integrating research and ministry, and supervision of the Project Thesis. A faculty supervisor will be suggested in consultation with the student and the Director of the D.Min. Degree Program.

Changes may be made in Faculty Supervision if the student's Project Thesis proposal changes or requests are made to the Director of the D.Min. Degree Program. Normally, Faculty Supervisors may teach only one D.Min. seminar in an academic year and are limited to a supervisory load of five students per year.

The student should recognize the teaching load of the faculty supervisor and understand that all consultations must be by appointment. The use of e-mail is encouraged since it provides documentation of faculty-student interaction and collaboration.

The faculty supervisor has jurisdiction over all grades given during the Project Thesis and oral examination. The Faculty Supervisor will recommend to the Director of the D.Min. Degree Program that a student be allowed to graduate upon completion of all degree requirements.

### Mentoring and Advanced Research Integration

These three units introduce students to mentoring through spiritual direction and coaching. A Spiritual Director or a Ministry Coach works with the student in each unit and serves on the student's oral defense committee. Directors and Coaches, must have advanced degrees and extensive expertise in their areas. Guided by faculty and Directors or Coaches, students will focus on their own vocation, context, and specialization as they explore spirituality, vocation, contextual competency, and research while working towards developing a project proposal for their thesis.

### Seminars

Students will attend three D.Min. seminars of two weeks' duration in a combination of online and on campus learning. The seminars will normally be scheduled for the summer term, but may be scheduled at other times of the year depending on enrollment in the program. Each seminar will be a combination of core requirements of reading, reports on readings, written presentations integrating the seminar subject with one's ministry, and additional readings and assignments negotiated with each student. Students are encouraged to focus their reading, presentations, and other assignments

upon their specific areas of specialization. A variety of assignments may be expected including case studies, research papers on a ministry topic, or examples of ministry from one's setting (sermons, verbatim, organizational analyses, contextual studies, coaching process, issues of spirituality, etc.). All students are required to register for the appropriate Seminar Preparation in the semester prior to the scheduled seminar with completion of the core preparation prior to the scheduled seminar. The additional student-negotiated research and writing for the seminar will be complete on a schedule approved by the seminar faculty leader.

Students in the Christian Spirituality specialization have a different seminar structure from all other students in the program. Two specific seminars in Christian Spirituality are required, as well as one additional seminar

Normally each student will complete one seminar each year of the three-year program. A common syllabus has been developed by the faculty for each seminar and will be available to the student at the beginning of the semester of each unit of Seminar Preparation.

### **Institutional Review Board**

Because student research will involve human subjects in some way (for example through surveys and interviews), students will be required to complete a statement of their methods and purpose for review by the Institutional Review Board of Mercer University. An IRB performs critical regulatory oversight functions for research conducted on human subjects to ensure such research is *scientific* and *ethical*. It may be helpful to know that a key to obtaining IRB approval of the research process is anonymity of the subjects.

Students will be required to complete an online certification process that acquaints them with legal requirements for research with human subjects. The process of completion and certification will be covered in the Mentoring and Advanced Research Integration units.

### **Project Thesis**

The culmination of the D.Min. program is the completion of a Project Thesis. The Project Thesis should reflect the research skills learned in the program and demonstrate the student's capacity to integrate biblical, theological, historical, and contextual research with a specific ministry project that is practical and reflective of the student's abilities as a leader and minister.

The Mentoring and Advanced Research Integration units will guide the student in the processes of conceptualizing a ministry project including the specific ministry to be performed, foundational academic research related to it, and social research methods for analysis and evaluation. Attention will be given to the development of a Project Thesis Proposal, Mercer University expectations for Institutional Review Board (IRB) approval, necessary writing skills, and form and style expectations of the school will be reviewed. Completion of a Project Thesis Proposal, approval by the student's committee, and IRB approval are required before beginning Thesis Writing. The D.Min. Degree Program has established guidelines for the submission of Project Thesis Proposals. The Faculty Supervisor will provide primary feedback to chapters submitted in the writing stage, though it is recommended the student share written work with their whole committee to solicit reactions

If the proposal is approved, the candidate may proceed to secure IRB approval, implement the proposed ministry, and begin writing the Project Thesis. Approval with changes means the student must make the changes in the proposal, then secure IRB approval, and continue to complete the Project Thesis. If changes required with re-submission are noted, the student must resubmit the



proposal and may not proceed until a second reading by the committee. Denial of a second re-submission results in termination from the program.

### **Style and Form**

Each proposal should follow BOTH the *McAfee Style Guide* and Mercer University Theses & Dissertation Guidelines. Where there are differences, follow the Mercer University guidelines.

The proposal should include:

Cover Page

Table of Contents of the anticipated final document. Chapter titles and headings communicate the content of the chapter. General titles such as “Biblical Foundations for the Project” are less preferable than “The Parables as a Format for Effective Preaching.”

Content as outlined in the “D.Min. Project Thesis Proposal Guidelines.”

An Informed Consent Form.

Copies of ALL instruments to be used such as surveys, interview schedules, etc., with each identified as an Appendix.

Bibliography of all work anticipated for inclusion in the Project Thesis. Do not separate the bibliography into sections that divide the final thesis from works consulted for the proposal.

Proposals should be succinctly written and clearly stated and *do not exceed* 15 double-spaced pages descriptive text plus Table of Contents, Appendixes, and Bibliography.

You must have approval of the proposal by your Faculty Supervisor.

You must submit your materials no later than 10 calendar days prior to the meeting of the committee at which you wish to have it reviewed. The committee may act in three ways:

Approval

Approval with changes

Changes required with re-submission

If the proposal is approved, the candidate may proceed to secure IRB approval, implement the proposed ministry, and begin writing the Project Thesis. Approval with changes means that the student must make the changes in the proposal, then secure IRB approval, and continue to complete the Project Thesis. If changes required with re-submission are noted, the student must resubmit the proposal and may not proceed until a second reading by the committee. Denial of a second re-submission results in termination from the program.

### **Guidelines for Project Thesis Chapters**

Generally, the project thesis should flow from the first chapter to the conclusion of the work (the so-called “golden thread”). Make sure that each chapter builds on the previous chapter and that the theme of the work continues in each chapter. Below are suggested components. It is the

responsibility of the student to outline each chapter and to decide how many chapters are needed – usually either four or five.

**Chapter One** introduces the project thesis. It should provide background on your topic, clarify all definitions used in the project, and list limitations and assumptions related to the project. The purpose of the ministry project should be clear. State briefly the goals of the project, as well as the methodology and research methods the study anticipates. You will expand on these later (about 8-10 pages). Chapter One must include the proposed title, an introduction/background for the problem, the statement of the problem, purpose, research questions/hypotheses, significance of the study, procedures (type of study, data collection methods, etc.), limitations, and definition of terms. The Project Thesis Proposal forms the basis of Chapter One.

**Chapter Two** addresses the biblical, theological, and historical foundations of the work (e.g., what does the Bible and theological and historical traditions have to say about the subject under discussion). Chapter Two will also demonstrate an understanding and knowledge of any related literature (about 16-20 pages).

**Chapter Three** sets forth your analysis of context you are studying and describes your methodology. You should describe in detail both the community and the ministry setting (description of the congregation/organization), analyze the role(s) for which you are responsible, and identify the most significant challenges needing attention within the ministry setting. Sociological data (e.g. demographics) are included in this section and your research instruments are explained. You will also detail how you plan to undertake the research, including the type of study (qualitative or quantitative), the research design (case study, mixed method, correlation, etc.), the IRB process, method(s) for data collection, the population and sample under study, and how the data will be analyzed (about 15-20 pages).

**Chapter Four** examines your research and tests your thesis. Detail any changes to your planned research process and explain the effect of those changes. Report and analyze the data. Interpret and clarify the impact on your thesis. Be clear about your findings, including the strengths and weaknesses of your methodology (about 20 pages).

**Chapter Five** consists of the conclusions you draw from your research. It is also the chapter where you share with the reader new directions of study or visions, and where you lay out in detail new programs or show the success of your findings. It is also where you show the impact of your study on your ministry and, possibly on the ministry of others. All implications of the work are made clear (about 10 - 15 pages).

**Appendices** (survey instruments, graphs, charts, forms, letters).

## **Bibliography**

Yearly deadlines for submission of theses and dissertations to the chief academic officer of the university are November 1, April 1, and July 1. Please review the Mercer University website of the Provost's office for information about guidelines, templates, and samples.

## Writing Style

Because written work in a doctoral program must be of the highest standard, the judicial use of the following is recommended:

1. *A Manual for Writers of Term Papers, Theses and Dissertations*, eighth edition, by Kate L. Turabian. All written work should be in conformity with this manual, unless decided otherwise with an instructor.
2. *The Elements of Style*, by William Strunk and E. B. White.
3. The SBL Handbook published by the Society of Biblical Literature.
4. The McAfee Style Guide located on the School of Theology website at <http://theology.mercer.edu/current/>
5. The Mercer University Requirements and Guidelines for the Preparation of Theses and Dissertations available at <http://provost.mercer.edu/resources/theses/theses.cfm>

Any candidate who needs help in writing should pursue help from a professional or enroll in a class, if necessary, before attempting to enter the program. At the doctoral level, no allowances will be made for poor writing skills.

## Doctor of Ministry Degree Course Descriptions

### DMIN 651. Spirituality and Vocation

(3 hours)

Prerequisite(s): None

In this course, students develop their own spiritual and vocational discernment to inform their research identity throughout the Doctor of Ministry program. It is the first of three courses in Mentoring and Advanced Research Integration. The course is organized into three primary themes. First, mentoring through spiritual direction to better understand each student's 'why' for doctoral studies in ministry. Second, an introduction to best practices for research and faculty supervision consisting of discussions with different faculty members on faculty supervision, review of academic literature, and reading/writing as a spiritual discipline. Third, an introduction to the Project Thesis, including guidelines for the proposal, the committee structure, and the writing process. By the end of the term, students will have completed some preliminary work in defining their project. (Offered every Fall)

### DMIN 652. Clarity and Context

(3 hours)

Prerequisite(s): DMIN 651

In this course, students develop their own spiritual and vocational discernment to inform their research identity throughout the Doctor of Ministry program. It is the first of three courses in Mentoring and Advanced Research Integration. The course is organized into three primary themes. First, mentoring through spiritual direction to better understand each student's 'why' for doctoral studies in ministry. Second, an introduction to best practices for research and faculty supervision consisting of discussions with different faculty members on faculty supervision, review of academic literature, and reading/writing as a spiritual discipline. Third, an introduction to the Project Thesis, including guidelines for the proposal, the committee structure, and the writing process. By the end of the term, students will have completed some preliminary work in defining their project. (Offered every Fall)

**DMIN 653. Specialization and Integration****(3 hours)**

Prerequisite(s): DMIN 652

In this course, students specialize, integrate, and develop their Project Thesis Proposal. It is the third of three courses in Mentoring and Advanced Research Integration. The course is organized into three primary themes. First, continued mentoring through coaching or spiritual direction, as well as focused conversations with their Faculty Supervisor. Second, defining their research methodology and theological approach. Students will choose and define their research methodology, develop a bibliography, and decide the kind of biblical and theological insight needed for their project thesis. Third, students will learn the legal requirements for research with human subjects, including CITI training and IRB. By the end of the term, students will write the initial drafts of the Literature Review and the Project Thesis Proposal. (Offered every Fall)

**DMIN 702. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar Preparation****(3 hours)**

Prerequisite(s): None

This seminar preparation focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one's own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization. (Offered every other Spring)

**DMIN 703. Coaching Individuals, Groups, and Congregations Toward Spiritual Growth Seminar****(3 hours)**

Prerequisite(s): DMIN 702

This seminar focuses on teaching ministers to model and coach the informed and intentional practice of listening to God and growing spiritually. The human sciences and theological disciplines will be explored for models of the spiritual life and of the spiritual world that can enhance the understanding of one's own spiritual life and the practice of spiritual guidance through coaching. Seminar participants will be introduced to a process of coaching individuals for spiritual growth in a short-term and/or informal context. Participants will also explore the theory and practice of leading retreats and spiritual growth groups. Finally, the seminar will also explore how pastors and other leaders can facilitate the provision of spiritual care within the organization. (Offered every other Summer)

**DMIN 704. Spiritual Practices in the Life of the Church Seminar Preparation****(3 hours)**

Prerequisite(s): None

This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love. (Offered every other Spring)

**DMIN 705. Spiritual Practices in the Life of the Church Seminar (3 hours)**

Prerequisite(s): DMIN 704

This seminar focuses on classic spiritual practices of the Christian tradition, with particular attention to spiritual direction, a form of spiritual guidance in which one person serves as a companion and experienced guide to another person or group that is seeking to discern where God is actively present in their lives and how to respond faithfully to that Presence. The seminar participants will study and practice these disciplines with a view toward integrating them fully into their inner and outer lives and into their ministries of spiritual guidance. The goal of this seminar is to provide the participants helpful resources in their pursuit of delight in the Presence of God, obedience to Christ, and discernment of the Holy Spirit as they seek to lead Christ-like communities speaking and doing the truth in love. (Offered every other Summer)

**DMIN 706. Biblical/Theological Foundations for Ministry Seminar Preparation (3 hours)**

Prerequisite(s): None.

This seminar preparation pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses. (Offered every Spring)

**DMIN 707. Biblical/Theological Foundations for Ministry Seminar (3 hours)**

Prerequisite(s): DMIN 720

This seminar pursues biblical and theological promptings toward the mission of the church and the role of the minister. It will include a brief overview of recent methodologies in biblical exegesis and ministry-oriented themes in contemporary theology. It will involve the participants in the habit of theological thinking about pastoral issues and hermeneutical moves from biblical texts. The seminar will also focus on the selection and integration of texts and theological themes for specific ministries to which the student is involved as related particularly to project theses. (Offered every Summer)

**DMIN 730. The Practice of Ministry Seminar Preparation (3 hours)**

Prerequisite(s): None.

This seminar preparation course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministries. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership. (Offered every other Spring)

**DMIN 731. The Practice of Ministry Seminar (3 hours)**

Prerequisite(s): DMIN 730

This course will deepen the student's understanding and practice of a variety of core skills and meta-skills that are essential for all types of ministries. Students will make changes to improve their ministry and assess their strengths and weaknesses in each area. These skills may be applied in whatever tasks of ministry are appropriate for the student's context including preaching, teaching, pastoral care, administration, evangelism, Christian education, spiritual guidance, and leadership. Competence will be enhanced in the following areas: 1) self-awareness; 2) other awareness; 3) self-management; 4) social skills; and 5) spiritual awareness and leadership. (Offered every other Summer)

**DMIN 733. Contextual Ministry and Culture Today Seminar Preparation (3 hours)**

Prerequisite(s): None.

This seminar preparation course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given. (Offered every other Spring)

**DMIN 734. Contextual Ministry and Culture Today Seminar (3 hours)**

Prerequisite(s): DMIN 733

This course will study the dynamics between congregations/organizations as systems within which ministry occurs and the cultural, community, and local environments which impact strategies for mission, evangelism, and service. Students will complete analyses of their community context, interpretations of the impact of cultural change on ministry, and explore the role of organizational identity in adapting to changing environments. Emphasis on the importance of ethics as a constructive response to culture will be given. (Offered every other Summer)

**DMIN 752 Project Thesis Proposal Writing (1 hour of credit; repeatable up to 2 hours max)**

Prerequisite: DMIN 653

Students should enroll for this course if (1) they have successfully completed DMIN 653 and (2) they have not submitted a project thesis proposal to the Director of the DMIN Degree program for committee review and received approval. and (3) plan to work on a DMIN Project Thesis Proposal. Students are required to have faculty supervision while completing their Project Thesis Proposal. Students who submit an acceptable Project Thesis Proposal while enrolled in DMIN 653 do not need to take DMIN 752. This course is above and beyond the required 32 hours for degree completion. The course is pass/fail and requires progress towards completing a Project Thesis Proposal. Students may repeat the course for a second semester, but in the second enrollment the student must complete and submit a Project Thesis Proposal to the Director of the DMIN Degree Program for committee review and it must receive their approval. (Offered every Fall and Spring)

**DMIN 755. Project Thesis Writing I (2 hours)**

Prerequisite(s): DMIN 653, approval from the Director of the DMIN Degree Program, and IRB approval.

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one third of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to the Faculty Supervisor for review. (Offered every Fall and Spring)

**DMIN 756. Project Thesis Writing II (2 hours)**

Prerequisite(s): DMIN 755

Enrollment in Project Thesis Writing II requires a written schedule for completion of at least one half of the anticipated final draft approved by the Faculty Supervisor. All written work should be submitted to the Faculty Supervisor. (Offered every Fall and Spring)

**DMIN 757. Project Thesis Writing III (2 hours)**

Prerequisite(s): DMIN 756

The student should enroll for this course of supervision if they have completed DMIN 756 but have not completed writing their thesis. This course is above and beyond the required 32 hours for degree completion. (Offered every Fall and Spring)

**DMIN 758. Oral Examination (1 hour)**

Prerequisite(s): DMIN 756

An Oral Examination is given to the candidate upon completion of the Final Project Thesis by the Faculty Supervisor, Ministry Coach or Spiritual Director, and a second faculty member. Upon passing the oral examination the candidate is eligible for graduation from the program. (Offered every Fall and Spring)

## MERCER UNIVERSITY STUDENT CODE OF CONDUCT

Changes may be made to the Student Code of Conduct during the school year. The most up-to-date and complete version can be found in the University Student Handbook at [www.mercer.edu/provost/handbooks](http://www.mercer.edu/provost/handbooks)

### COMMUNITY OF RESPECT

Mercer University strives to be a *Community of Respect* where everyone is held in mutual high regard. Because every human being is created in the image of God, each person deserves to be treated with respect and civility. Standards of conduct are based on the values of mutual respect:

#### *Respect for Academic Integrity*

We value a community that encourages an academic atmosphere. We believe that honesty is important to learning.

#### *Respect for Other Persons*

We value the worth of every individual in the community and we respect the dignity of each member in the community. We take responsibility for the consideration of the rights of others.

#### *Respect for the University Community*

We value showing respect for the rights and property of others. We take responsibility to act to maintain University property.

#### *Respect for Community Authority*

We acknowledge and value our privileges and rights as members of the University community. We take responsibility for acting to uphold community standards.

These values are codified into the following Student Code of Conduct, which includes a general overview of the process, a listing of unacceptable student conduct, possible sanctions, and other key information. This Student Code of Conduct applies to all students on all campuses, including online programs, and supersedes any student conduct policies and procedures previously used by colleges or programs. Program-specific regulations and policies (including professional standards) may apply to students beyond those outlined here and may be found in supplemental handbooks. Nothing in this policy prohibits these academic programs from pursuing additional review and action of professional standards as appropriate to their professions. Students are expected to be aware of and conduct themselves in a manner that is in compliance with all applicable policies found in the University Student Handbook and related campus supplements. Academic violations are handled through a separate process found in the academic Honor Code.

### FORMULATION OF REGULATIONS & CODE OF CONDUCT

Any student, faculty member, or administrator may initiate any revision of, or addition to, the University standards of conduct. Recommendations should be submitted to the senior student affairs officer on their campus who will evaluate and forward the recommendation to the Vice President for Student Affairs (Macon). The Vice President for Student Affairs, in consultation with appropriate parties, shall ensure discussion of the proposed change. When all parties have had an opportunity to comment on the proposal, it will be presented to the Provost and General Counsel.



## RIGHTS OF STUDENTS

*Community of Respect* ensures certain rights of its members. The University values the following student's rights:

Free inquiry, expression, and assembly as long as conducted in a manner that does not infringe upon the rights of others.

Freedom from unreasonable invasion of the privacy of the individual's person, residence, papers, personal effects, and University records.

Right to due process and equal protection under the University's judicial system.

Freedom to pursue educational goals; the right to free exchange of ideas, thoughts, and viewpoints.

Freedom of association for students who meet the University's standards for participation in co-curricular and extracurricular activities.

## GENERAL POLICY

Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. University students are expected to uphold appropriate standards of behavior and to respect the rights and privileges of others. The University invites students to participate in the formulation of behavioral policies and to share in the responsibility for judicial decisions. These standards and procedures have been established to protect the University's educational purpose, to foster a sense of responsibility to the community, to provide for orderly conduct of its activities, to protect the members of the University from disrespect, and to safeguard the interest of the University community. Student conduct is expected to be lawful and in accordance with all federal, state, and local laws, and University regulations.

In keeping with Mercer University's values, sanctions imposed on students found to be in violation of the Student Code of Conduct are designed to promote the University's educational mission, maintain community standards, and promote individual civility and positive growth.

Sanctions are also intended to maintain the safety of the University environment and the integrity of the University community. The processes for adjudicating violations of federal, state and local laws and violations of the Student Code of Conduct are separate and may be pursued independently of one another. The University distinguishes its responsibilities for student conduct from the control functions of the wider community. The conduct of students both on campus and in the wider community is ordinarily of University concern when (a) the conduct interferes with the University's responsibility for ensuring members of the University full and equal opportunity to obtain their educational objectives, (b) the conduct interferes with the University's responsibility to protect the health, safety and general welfare of persons in the University community, or (c) the conduct negatively impacts the University's image and/or academic integrity. The University is not required to postpone disciplinary proceedings pending the outcome of any criminal proceeding.

The Student Code of Conduct applies to all University students in settings, which includes, but is not limited to, study abroad, international travel, online, and off-campus educational opportunities. The Vice President for Student Affairs (or designee) may modify non-substantive procedures in the effort to adjudicate violations.

Cases involving student organizations are adjudicated through this process as well. Student organizations will be held responsible for the behavior of their members, alumni, or guests, when their actions evolve from or are in any way related to their association with activities of the

organization on or off campus. Student organizations may be charged and adjudicated in addition to any charges levied against the individual members. Student organizations that condone or encourage behavior that violates University or state regulations may be held responsible for such violations.

Authority for student discipline ultimately rests with the University President. For cases involving non-academic conduct violations, the President delegates this authority to the Vice President for Student Affairs (or designee), who in turn delegates it to the following designees to oversee, review, and pursue violations of the Student Code of Conduct.

<u>Location</u>	<u>Primary Designee(s)</u>
Macon Campus (including Law, Medicine (Columbus and Savannah), and the Macon Center):	Associate Dean of Students, Macon Office of Judicial Education, Macon Residence Life, Macon
Atlanta Campus (including all Atlanta graduate programs and Douglas, Henry, and Newnan Centers):	Dean of Students, Atlanta Assistant Dean of Students, Atlanta Residence Life, Atlanta

Students enrolled in online courses will be adjudicated in Macon or Atlanta as determined by the educational program in which they are enrolled. Should conflicts arise, that location will be determined by the Vice President for Students Affairs. Modifications to procedures to adapt to the physical location of the student may be implemented as long as the student is notified of the charges against them and provided with an opportunity to respond to the charges.

The Vice President for Student Affairs (or designee) has the authority to notify the person listed as the student's emergency contact (or other appropriate person) in cases of emergency or life-threatening incidents.

The Vice President for Student Affairs (or designee) may order any student or organization to cease and desist from any activity adjudged to be disruptive to the University. If the student or organization fails to cease and desist from such activity, the Vice President for Student Affairs (or designee) may immediately suspend the student or organization pending a judicial hearing.

## **RESPONSIBLE ACTION GUIDELINES**

The health and safety of students under the influence of alcohol and /or drugs should always supersede concerns related to conduct violations and/or subsequent University action. The University urges all students to recognize that violations of the law and University policy have consequences, but that these possible consequences should never outweigh or override the decision for providing proper care for the health and wellbeing of a fellow student in crisis.

In a health crisis situation involving alcohol and/or drugs, students are expected to notify appropriate staff to evaluate the situation immediately. Amnesty for minor violations of the student code of conduct will be considered in cases where a student is acting in good faith to rectify a situation, or when the situation involves a more egregious infraction that warrants reporting (for example, sexual misconduct and relationship violence). Amnesty may mean waiving formal judicial action, or imposing less harsh sanctions, and is at the discretion of the Vice President for Student Affairs, Dean of Students or designee.

## **DEFINITIONS**

**University.** Mercer University includes the main campus, all branch campuses, centers, and University international programs.

**Student.** Includes all persons either registered or taking courses at Mercer University, both full-time and part-time, pursuing undergraduate, graduate, or professional studies and those who attend post-secondary educational institutions other than Mercer University or who may reside in Mercer University residence halls. This includes non-degree seeking students. Persons who are not officially enrolled for a particular term but who have a continuing relationship with Mercer University are considered students (i.e. students enrolled in another college for a term, between semesters, internships, etc.)

**Charged Student.** Any student who has been formally charged with an alleged violation of the Student Code of Conduct.

**Complainant.** Individual reporting an alleged violation.

**Respondent.** Individual alleged/ suspected of violating a university policy.

**Faculty Member.** Any person hired by Mercer University to conduct classroom activities.

**Staff Member.** Any person hired by Mercer University in a professional position to conduct University activities.

**Member of the Mercer University Community.** Any person who is a student, faculty member, or employed by Mercer University.

**Mercer University Premises.** Includes all land, buildings, facilities, and other property in the possession of or owned, used, or controlled by Mercer University (including adjacent streets and sidewalks).

**Organization.** Any group who has been formally recognized by Mercer University as an organization.

**Hearing Body.** Any Mercer University official or panel authorized to review and evaluate student conduct charges and to impose sanctions upon students found to have violated the Student Code of Conduct.

**Appellate Body.** Any person or persons authorized by the Vice President for Student Affairs to consider an appeal from a hearing body's determination that the student has violated the Student Code of Conduct.

**Student Justice.** Student members trained and experienced in due process rights, in the procedures of the adjudication process, and in the mechanics of preparing a case. They are assigned cases on a rotational basis.

**Shall.** Is used in the imperative sense.

**May.** Is used in the permissive sense.

**Preponderance of the Evidence.** The weight of evidence used to adjudicate student conduct violations. This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred or did not occur.

## **NON-ACADEMIC MISCONDUCT PROCESS**

### **Procedure for Reporting Violations**

All students and student organizations are expected to adhere to the standards of the Community of Respect. In affirmation to these standards, every student subscribes to the following pledge:

"Having been accepted as a member of the Community of Respect of Mercer University, I pledge myself: to hold each person in high mutual regard; to uphold, respect, and defend the rights of every individual in the community; and to respect the community as a whole. I further pledge that I will not allow to go unreported any violation of the standards of our community."

Each student is responsible for reporting any and all infractions of the standards valued by the Community of Respect. All students accept this responsibility when they enroll. If a student sees, knows, or hears of a violation they are responsible for reporting the suspected violation to Mercer Police, the Vice President of Student Affairs, or an appropriate faculty/staff member of Mercer University.

Organizations are expected to investigate and self-report any violations of the Student Code of Conduct. Please refer to the Campus Life web page at <http://studentaffairs.mercer.edu/campuslife/studentorgs.cfm>.

### Procedures for Filing Charges

This process for review is initiated by either (1) the filing of a police report with Mercer University Police Department (or other law enforcement agency), (2) providing a signed written statement directly to the Vice President of Student Affairs (or designee), or (3) by filing an incident report or written statement with the Office of Housing and Residence Life. This information will then be reviewed by the designated authority (listed above) to determine the most appropriate action to be taken. This may result in conducting further investigation into the incident, resolving the conflict in an informal manner, referring the case to Housing, or initiating charges in accordance with the procedures contained in this code. Charges should be filed within ten (10) working days after receipt of all available information regarding the complaint. Charges cannot be filed that exceed one (1) year after the discovery of the incident.

In compliance with Title IX and other related federal mandates, cases involving Sexual Misconduct and Relationship Violence (sexual harassment, sexual assault, sexual exploitation, stalking, dating violence, and domestic violence) may require and involve additional investigatory, procedural, and adjudication standards that supersede any listed here. Please refer to the procedures outlined in the Sexual Misconduct and Relationship Violence Policy for complete information on these procedures. Should any policy or procedural guidelines conflict between these two policies, the Vice President for Student Affairs in consultation with the Title IX Coordinator is the final arbiter of procedural decisions.

### Charges

When a determination to charge is made, the designated office (primary designee) shall notify the student in writing of the charge(s) and the allegation(s) on which the charge(s) are based. This notice shall inform the student that he or she has five (5) regular business days in which to contact the designated office outlined in their charge letter to schedule an informational session, and to select the type of hearing forum in which to adjudicate the violation (unless pre-selected by the University). The informational session is a courtesy to students. If a student does not contact the University during this time, the University shall make a determination regarding the choice of hearing and will proceed with adjudication.

### **HEARING BOARD OPTIONS**

The charged student or organization may have charges heard by a University Hearing Board or by a designated University Administrator selected and trained by the Associate/Assistant Dean of Students in Macon or Atlanta. The Hearing Board or Administrator will review the case and make a recommendation to the Associate/Assistant Dean of Students on the Macon and/or Atlanta (depending on primary location of the academic program related to the charged student) with regard to responsibility and sanctioning. In electing one hearing forum, the student waives the right to the

other. The University retains the right to pre-select the hearing forum at any point in the process. University Hearing Boards consist of two faculty/staff and one student trained in university judicial proceedings. However, in cases involving especially serious charges that potentially could result in expulsion or suspension, the University may in its discretion require the charges to be heard at a specific campus location, and by a University panel that includes two faculty/staff, one student, and at least one representative from outside the University, to be selected by the University, with experience in contested adversarial hearings.

When two or more individual cases stem from the same incident, the same hearing body shall hear all cases, when possible. Procedural modifications are permitted when incidents involve more than one individual or corresponding organizational charges. In such cases, the University may either pre-select the hearing body or consult with the students involved before making the determination. This hearing body will hear individual cases separately. In cases involving multiple students or organizations charged from the same incident, information obtained at one hearing may be used at another hearing provided that the charged student or organization involved has the opportunity to review and to respond to any information that will be used against them, when possible.

For cases handled by the University's Office of Judicial Education in Macon, a board consisting of all students is an additional option for adjudicating student and organizational cases. This Student Hearing Board primarily adjudicates organizational violations and minor student violations as determined by the Associate Dean of Students.

Decisions of all hearing bodies (University Hearing Boards and University Administrator) are recommendations to the Associate/Assistant Dean of Students on the corresponding Macon and Atlanta campus, who in the interest of fairness, clarity, or consistency may choose to accept or modify the recommendations as necessary or refer a case back to the hearing body for further review. The Associate/Assistant Dean of Students may consult with appropriate staff or the academic Dean of a particular academic program before accepting or modifying the recommendation of a student in that program.

## **RIGHTS OF THE CHARGED STUDENTS**

**Notice.** Students or organizations charged with violations of the Student Code of Conduct will be provided notice via their official university e-mail address of the charge(s) against them and the allegations upon which the charge is based.

**Hearing.** Students or organizations shall be entitled to a prompt hearing. Students will be given an opportunity to present information, including witnesses during a fair and impartial hearing. The student may inspect all documentary evidence presented at the hearing, may hear and question all available adverse witnesses testifying at the hearing, and may present evidence and call witnesses. If a called witness does not appear, the hearing body may consider their written or taped statements. However, the statement shall be weighted accordingly by the hearing body as the charged student has no opportunity to cross examine the witness making the written or recorded statement. Student questioning of witnesses may be modified in cases involving violations of the Sexual Misconduct and Relationship Violence Policy (see next section). Witnesses for the hearing will be required to wait outside of the hearing until their point of participation. The University may require any student or employee with information relevant to the charges to attend the hearing and present that information to the hearing panel for consideration.

In compliance with Title IX and related federal mandates, additional procedural rights for student complainants and respondents involving violations of the Sexual Misconduct and Relationship Violence Policy apply and are outlined below.

### **RIGHTS FOR CASES INVOLVING SEXUAL MISCONDUCT AND RELATIONSHIP VIOLENCE (SUPPLEMENTAL)**

When complaints are resolved through the University student judicial process related to sexual harassment, sexual assault, sexual exploitation, stalking, dating violation and domestic violence, the following rights will apply to *both* the complainant and to the respondent:

To be accompanied by an advisor or person of support of their choice. (See additional advisement information in the “Conduct Hearing Guidelines” in the Student Code of Conduct).

To have an equal opportunity to present witnesses and evidence, as well as to speak on one’s behalf.

To be made aware that responsibility for charges is determined using the “preponderance of the evidence” standard.

To have similar and timely access to information. All information is subject to FERPA protection and stipulations.

To submit questions to the hearing body to consider posing to the complainant, respondent, and/or witnesses.

For the complainant to be able to request alternative methods of inquiry (e.g. written questions or video conferencing) if needed when presenting testimony.

To have any non-relevant sexual history exempt from review. Decisions regarding relevancy issues will be determined by the hearing body.

To be notified in writing regarding the outcome of the complaint at every step of the process (i.e. Initial hearing and any appeals). The University will not impose any "non-disclosure requirement" on either party as a condition for sharing this information.

To have the right to appeal the outcome as outlined in the appeal process. Both the complainant and respondent are permitted one appeal.

To be free from harassment and/or retaliation during the process. This includes harassment and retaliation through third parties.

To submit an impact statement to be considered by the hearing body before the sanctioning phase to be used if the Respondent is found responsible.

### **CONDUCT HEARING GUIDELINES**

All hearings are governed by the following guidelines. Procedures may be modified to expedite the proceeding as long as they do not jeopardize the charged student’s fundamental rights or the fairness of the hearing.

Burden of Proof. The burden of proof rests with the University. The standard of proof shall be the “preponderance of the evidence.” This standard means that the evidence, taken as a whole, supports that it is more likely than not that the violation occurred.

Pre-hearing informational session. To assist the student in preparing for the hearing, a pre-hearing informational session will be available for the student. The informational session is a courtesy to students and not a requirement. This informational session will discuss the hearing procedures, inform the student of their rights and responsibilities, and allow the student the opportunity to review the available written information that will be presented at the hearing by the University. The student and his or her advisor shall have the opportunity to inspect the information at least three (3) regular business days in advance of the hearing whenever possible. Upon notification of the student’s choice for a hearing body, the university shall schedule a hearing and notify the student in writing of the

date, time, and location of the hearing at least three (3) regular business days in advance. A student may choose to waive, in writing, the three (3) regular business day notice and proceed with a hearing.

Decisions. Decisions of “responsible” or “not responsible” on the charge(s) shall be based solely on the evidence presented at the hearing. When multiple students are charged with the same violation and it is determined that an individual identified was not responsible for that specific violation, but was present and/or had knowledge that the violation was occurring, the hearing board/officer has the authority to find that student responsible for the lesser charge of “failure to report” without recharging the student and having a separate hearing. Information can be conveyed from one hearing to the other in cases where multiple students are charged.

Confidentiality. All hearings shall be closed and confidential unless specifically requested otherwise by the charged student in writing. This request must be received three regular business days in advance of the hearing and cannot impede the university’s ability to comply with state and federal laws regarding confidential information. In cases involving violations of the Sexual Misconduct and Relationship Violence Policy and/or with competing interest, the Associate/Assistant Dean of Students will make the final determination regarding open and closed hearings in consultation with Vice President for Student Affairs and the Title IX Coordinator.

Failure to Appear. If the charged student fails to appear at the hearing, the hearing may proceed in the student’s absence and a decision rendered provided that the student has been properly notified of the hearing.

Official Record. An official record of the hearing shall be made by the presiding hearing officer for internal University use only. The record of the hearing may exist in written or audible form. No transcript is made. Students may request to inspect their record of testimony and case file after the hearing is closed. Records will be redacted to protect other students’ FERPA rights. Written records are kept on file for 7 years.

Deliberations. Deliberations are closed and shall include only those members involved in the decision-making process.

Notice of Decision. A written decision shall be available to the student or organization within seven (7) regular business days following the hearing. This time may be extended in cases in which additional time is necessary for deliberations. If additional time is necessary, the charged student or organization shall be notified. The decision letter shall contain a decision on each charge, the finding of fact and any recommended sanctions (if applicable).

Hold on Student’s Records. The university may place a hold on the transcripts and/or registration of any student who fails to respond to a judicial notice or to ensure resolution of the case prior to transfer or graduation. All pending judicial matters must be resolved prior to a student’s graduation, transfer from, or continued education at Mercer University.

Withholding Degree —The University may withhold awarding a degree otherwise earned until the completion of the process set forth in the Student Conduct Code, including the completion of all sanctions, if any.

Disabilities. Any student with a documented disability may request that reasonable accommodations be provided during the judicial process. This request must be made at least three (3) regular business days in advance of the hearing, and the accommodations must be approved by the Office of ACCESS and Accommodation and the Associate Dean of Students.

Advisement. Students and organizations are permitted to bring one advisor of their choice to the hearing. The advisor shall serve as a consultant, and cannot speak on behalf of the student or organization during the proceedings. Students are required to address the hearing body in person on their own behalf. Consultation must take place in a manner that does not disrupt the proceedings. The advisor shall not serve as a witness or be charged in the case. Students must notify the Associate/Assistant Dean of Students on the applicable campus at least five class days prior to the hearing if they will be bringing an attorney as an advisor.

Testimony. Students shall not be forced to present self-incriminating testimony. Testimony that is provided during a hearing can be used in another hearing if those details are relevant to clarifying details in those proceedings and only if the cases are connected to the same incident.

### **VIOLATIONS OF THE VALUES OF THE COMMUNITY OF RESPECT**

Violation of any of the following, or the aiding, abetting, condoning, or attempting to commit these offenses by a student constitutes an offense that will result in disciplinary action. Please consult with the on-line University Student Handbook found at <http://provost.mercer.edu/handbooks/studenthandbook.cfm> for the most up-to-date and applicable definitions.

Forgery. Alteration or misuse of documents or records.

#### Alcohol Misconduct.

- Possession and/or consumption of alcoholic beverages including empty containers or alcohol paraphernalia on Mercer University property or at University-sponsored events (Professional and graduate programs may adopt policies related to alcohol that are more in line with the profile of their student body, as long as these policies are reviewed and approved in advance by the Provost)
- Any conduct taken under the influence of alcohol that endangers one's own health or safety or the safety of others
- Buying, selling or distributing alcohol beverages to individuals under the age of 21
- Possession and/or consumption of alcohol or alcohol paraphernalia by individuals under the age of 21

#### Threatening and Harassing Behavior.

Threatening Behavior Intimidation, hostility, coercion, or threats of physical abuse

Harassment Language and/or physical acts which degrade, insult, taunt, or challenge another person by any means of communication, so as to provoke a violent response, communication of threat, defamation of character, use of profanity, verbal assaults, derogatory comments, racist remarks or



any behavior that places another member of the university community in a state of fear, anxiety or emotional distress

**Bullying** Repeated aggressive behavior where one person (or group of people) deliberately intimidates, abuses, or coerces an individual with the intention to hurt that person physically or emotionally. Acts of bullying can be physical, verbal, or relational

**Cyber bullying** Bullying that occurs through digital technology, such as text messages, e-mail, and material posted on social media sites

**Physical Assault** An intentional attempt to injure or harm another person using violence or force (which includes fighting)

**Endangerment** Actions that endanger one's own health or safety, the health or safety of another person, or the community

### **Sexual Misconduct and Relationship Violence**

A. **Sexual Harassment** Unwelcome sexual advances, requests for sexual favors and other gender-based verbal, non-verbal or physical conduct of a sexual nature when:

Submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment or status in a course, program or activity; or submission to or rejection of such conduct is used as a basis for an academic, employment or placement decision affecting the individual; or

Such conduct is objectively offensive and sufficiently severe, persistent, or pervasive that it has the effect of unreasonably interfering with an individual's work performance or educational experience, creates an intimidating, hostile environment, or involves retaliation.

Examples include: an attempt to coerce an unwilling person into a sexual relationship; to repeatedly subject a person to unwelcome sexual attention; to punish a refusal to comply with a sexual-based request; to condition a benefit on submitting to sexual advances; or gender-based bullying. Sexual harassment can occur regardless of the relationship, position or respective sex and/or gender of the parties. Same-sex harassment violates this policy, as does harassment by a student of a faculty member or a subordinate employee of their supervisor

**Sexual Assault: Non-Consensual Sexual Intercourse** Any sexual intercourse, however slight, with any part of a person's body or an object, by a man or woman upon a man or woman, that is without consent and/or by force. Intercourse includes: vaginal penetration by a penis, object, tongue or finger; anal penetration by a penis, object, tongue or finger; or oral copulation (mouth to genital contact or genital to mouth contact), no matter how slight the penetration or contact.

C. **Sexual Assault: Non-Consensual Sexual Contact** Any intentional sexual touching, however slight, of any part of one person's body with any part of another person's body or an object, by a man or a woman upon a man or a woman, that is without consent and/or by force.

Examples include: intentional sexual contact with the breasts, buttocks, groin, or genitals, or sexually touching another with any of these body parts, or making one person sexually touch another

person or themselves with or on any of these body parts; or any intentional bodily contact in a sexual manner

**Sexual Exploitation** Taking non-consensual sexual advantage of another for their own advantage or benefit, or to benefit or advantage another, that does not otherwise constitute one of the other sexual harassment, sexual assault and sexual misconduct offenses

Examples include: invasion of sexual privacy; prostituting another individual; non-consensual observation, either by direct observation or video or audio-taping of sexual activity; engaging in voyeurism; knowingly transmitting an STI (Sexually Transmitted Infection) or HIV (Human Immunodeficiency Virus) to another; exposing one's genitals in non-consensual circumstances; or inducing another to expose his or her genitals

**Stalking** Engaging in a course/pattern of conduct directed at a specific person that would cause a reasonable person to fear for her, his, or others' safety, or to suffer substantial emotional distress. Such conduct includes two or more acts by which the stalker directly, or indirectly, or through third parties follows, monitors, observes, surveils, threatens, or communicates about a person or interferes with his or her property

**Dating Violence** A violent act committed by a person who is or has been in a social relationship of a romantic or intimate nature with the complainant. The existence of such a relationship shall be determined based on the complainant's statement and with consideration of the following factors: the length of the relationship, the type of relationship, and the frequency of interaction between the persons involved in the relationship

**Domestic Violence** A pattern of abusive behavior that is used by an intimate partner to gain or maintain power and control over the other intimate partner, which includes felony or misdemeanor crimes of violence committed by a current or former spouse or intimate partner of the victim. An "intimate partner" is defined as a current or former spouse of the complainant, a person with whom the complainant shares a child in common, or a person who is cohabitating with or has cohabitated with the complainant as a spouse. It also includes any person covered under the current domestic or family violence laws applicable to the jurisdiction of the infraction. Domestic violence can be physical, sexual, emotional, economic, or psychological actions or threats of actions that influence another person

For charges involving violations of the Sexual Misconduct and Relationship Violence Policy, additional definitions related to these violations (including consent and force) can be found in that policy

**Destruction/Damage of Property** Destruction, damaging or misuse of public or private property

**Theft or Possession of Stolen Property** Taking, possessing, or using property without proper authorization or permission

**Drug Misconduct** Possession and/or consumption of drugs or any controlled substance prohibited by law. Manufacturing, buying, selling or distributing drugs or any controlled substance prohibited by law. Possession of drug paraphernalia. Any conduct taken under the influence of drugs that endangers one's own health or safety or the safety of others

Possession and/or Use of Weapons, Firearms, Fireworks, and Explosive Devices Unauthorized possession or use of weapons, firearms, fireworks, or explosive devices (except for use in the Department of Military Science and in the rifle range). This includes, but is not limited to-BB guns, stun guns/Taser, air rifles, air pistols, paintball guns, edged weapons (i.e. blades no more than 2 inches), bow and arrows, and martial arts weapons. \*\*Weapons may be stored at Mercer Police. They may not be left in personal vehicles

Disorderly/Disruptive Conduct This includes acting in a violent manner in a public place, or behaving in a way that reasonably makes other persons fear for their or their property's safety. It also includes using profane or abusive language—sometimes called “fighting words”—that is likely to provoke an immediate violent reaction, in addition to disturbing the peace whether on or off campus. Disturbing or disrupting the peace includes behavior that interrupts an event or any action determined to infringe upon the privacy, rights, privileges, health or safety of students, faculty, staff, or organizations, whether on or off campus

Conduct Unbecoming Any conduct not previously stated, which is determined to be potentially detrimental to the University's reputation or is in violation of the University's Community of Respect statement. This includes the display of indecent or offensive material, or engaging in indecent or lewd conduct and/or speech

Hate Offenses Offenses against a person or property motivated in part or in whole by an offender's bias against a race, disability, religion, disability, ethnic origin or sexual orientation

Failure to Report Being present or having knowledge that a violation has occurred and failing to report the incident. [The University retains the right to find a student responsible for this charge in lieu of another if the hearing body determines that the student(s) involvement was sufficiently passive and/or warrants consideration for this lesser charge for any reason. In such cases, the University is not required to recharge the student or rehear the case to find the student responsible for this charge.]

Computer Misuse/Unauthorized access Any misuse of or unauthorized access to a computer, computer system, network, software or data; or the unauthorized alteration, copying or distribution of software or data.

Hazing. Any act which endangers the mental or physical health or safety of a student, or which destroys or removes public or private property, for the purpose of initiation, admission into, affiliation with, or as a condition for continued membership in, a group or organization. The express or implied consent of the victim will not be a defense. Apathy or acquiescence in the presence of hazing is a violation of this rule. Specific examples of hazing include, but are not limited:

- Acts that embarrass, harass, or ridicule an individual
- Acts that create excessive fatigue
- Physical or psychological shocks
- Morally degrading or humiliating games or activities
- The wearing of signs or advertisements
- Activities that involve late or early work sessions (not affiliated with a university academic program)
- Quests, treasure or scavenger hunts
- Acts of servitude

Further information about Hazing can be found in the Office of Campus Life.

Unauthorized Entry or Use of Facilities. The unauthorized access to an area, room or building.

Fire Alarms and Fire Safety Misconduct.

Inappropriate activation of any emergency warning equipment or the false reporting of any fire emergency.

Removal, damage or tampering with fire safety or other emergency warning equipment belonging to a student, student organization, the University or the Macon community.

Initiating and/or igniting of a fire.

Failure to evacuate during a fire alarm.

Furnishing False Information. Knowingly providing false or misleading information to a university official, to a hearing body, on a university document, or to a law enforcement agent or agency.

Failure to Comply. Noncompliance with the reasonable direction of university officials acting in the performance of their duties.

Campus Elections and Referendums Misconduct. Casting more than one ballot in any campus election or referendum, or otherwise circumvent the prescribed procedures in an election process.

Student Identification Misconduct.

Failure of a student to carry their Mercer identification cards at all times or to allow anyone else to use their identification card.

Identity Theft. Deceptively using another student, or faculty/staff member's identification to access resources on or off campus, which includes ID cards, credit cards, email addresses, passwords, etc.

Unauthorized Representation. Unauthorized representation is when a student or organization falsely uses an emblem, name or falsely claims membership or affiliation with an organization such as any benevolent, fraternal, social, humane, or charitable organization which is entitled to the exclusive use of that name or emblem. This includes, but is not limited to, wearing badges, buttons, paraphernalia, logos as well as the unauthorized use of letterhead, symbols or hand gestures associated with the organization being falsely represented.

Refusal to Vacate. Refusal to vacate a building, sidewalk, driveway, or private facility being used by the University for a student or department-sponsored activity when directed to do so by an authorized officer of the University.

Advertising/Media Misuse. Circulation or display of any media (i.e. electronic or paper) that contains matter that violates or is contrary to University policies or community values. This includes, but is not limited to, the display or promotion of alcoholic liquors, wines, or beers. This also includes displaying materials or information without proper approval from the University.

Solicitation/Fundraising. The solicitation of sales, services, memberships or gifts on campus without the permission of the Office of Campus Life.

Unauthorized Visitation/Campus Housing. No unauthorized student, group of students, or organization shall enter or remain in restricted areas of residential facilities during non-visitation hours, as published in the Housing Handbook.

Contempt and/or Disregard for Judicial Procedures.

Failure to fully comply with all instructions of the university judicial system and Honor Council.

Coercing a student or organization member to give false information.

Engaging in conduct that disrupts the proceedings, lessens their authority or dignity, or otherwise obstructs justice on campus.

Unsanitary or Unsafe Facilities. Failure to maintain a student organization, facilities, property, or surrounding property so as to prevent a potential danger to the health and safety of members of the University community.

Cruelty to Animals. Intentionally or recklessly causing physical abuse or any form of suffering to animals.

Gambling. Games of chance or bets in which participants commit money, or anything of value, in order to participate.

Violation of Published University Regulations. Violation of any published Mercer University policies, rules or regulations. This includes-but is not limited to, housing policies, computer policies or other university policies directly related to departments, organizations or clubs.

Violation of Local, State, or Federal Law. Any violation of any local, state, or federal law.

Greek Policy Violation and/or Unauthorized Recruitment/Membership Intake

Failure to comply with all the instructions that guide membership into Greek organizations, which includes, but is not limited to recruitment, timelines, events, activities, documentation, etc. Participating, arranging, or engaging in unauthorized recruitment or intake processes known as “underground pledging.” This includes coercing a student or organization to facilitate a process as well as students willingly engaging in a process not approved by the University or the affiliated national organization.

## **SANCTIONS**

The determination of sanctions is made in light of the unique facts and circumstances surrounding each individual case and the previous conduct history of the student. The Students found responsible of violation(s) of the Student Code of Conduct will be subject to one or more of the following sanctions:

Warning: Formal written notice to the student and official recognition that a violation has occurred.

Counseling Assessment: A recommendation to be evaluated by psychological services to help the student deal more effectively with their conduct issue.

Community Service: Performance of a preapproved service location for a prescribed number of hours to the local or university community.

Creative/Educational Sanctions: Attendance at educational programs, interviews with appropriate officials, planning and implementing educational programs, research papers and other educational activities related to the violation.

Restriction: The withdrawal of specified privilege(s) for a definite period of time. Restrictions may include, but are not limited to requirements such as: not entering certain areas of housing or the campus, not contacting a certain individual or group, or not operating a motor vehicle on campus.

Fines: Not to exceed \$150 per individual or \$150 per individual member of an organization.

Restitution: A payment of financial injury in cases involving theft, destruction or property or deception.

Probation: A period of time during which any further violations of the Student Code of Conduct may impact or jeopardize the student's status in a specific manner. The four types of probation that can be imposed are as follows:

Conduct Probation. A specified period of time in which any future violations of the Student Code of Conduct can result in increased sanctions being imposed that exceed those of a student who is not on conduct probation.

Housing Probation. A specified period of time in which any future violations of the Student Code of Conduct will result in the termination of housing privileges and access to any university owned housing facilities.

Social Probation. Notice to an organization or student that all or a portion of social functions must cease for a designated period of time.

University Probation. A specified period of time during which any further violation of the Student Code of Conduct puts the student's or organization's status with the university in jeopardy. Additional violations of the Student Code of Conduct that occur during this period of probation may result in suspension or dismissal. Students may be restricted from holding office in any student organization. Students cannot represent the university in any official capacity during the term of university probation. Continued enrollment depends on the maintenance of satisfactory conduct during the period of probation.

Forced Change of Residence. The temporary or permanent relocation of a student within housing.

Eviction from University Housing. Permanent removal from the housing system.

Suspension. The termination of the student's attendance or an organization's representation at the university for an indefinite or specified period of time. A suspension means that students may not be on University property or that an organization is prohibited from being recognized at any time without prior approval from the Vice President for Student Affairs or designee. Stipulations may be applied to either the student or organization as a condition for ending the suspension.

Expulsion. The permanent separation of the student from the University.

Deferred Degree. The holding of an academic degree for a specified period of time with or without conditions.

## **APPEALS PROCEDURE**

For cases involving non-academic appeals, a student may appeal the original decision to the Vice President for Student Affairs within three (3) working days after receipt of the written decision (additional time may be requested for extenuating circumstances). The Vice President may choose to hear the appeal or designate an appropriate staff member from the academic program or location in which the student is enrolled to review the appeal and make a recommendation. No person may hear or decide an appeal if he or she participated in the hearing process. The appeal shall consist of a review of the prior proceedings; it shall not be another hearing. The student or organization shall receive a written decision regarding the appeal.

Grounds for appealing a decision are:

An error in procedural due process, which prejudiced the accused to the extent that the student or organization was denied a fundamentally fair hearing as a result of the error. Procedural flaws alone are not grounds for an appeal. Significant procedural errors that may have affected the verdict or sanction will be considered.

The emergence of new evidence that could not have been previously discovered and that, had it been represented at the initial hearing, would have substantially affected the original decision of the hearing body.

The imposition of sanctions that are disproportionate to the offense.

**Student status.** The student's status on campus will remain unchanged pending the final decision and appeals process, except in cases involving interim suspensions (see Interim Suspension). The Vice President shall have the authority to act *de novo* to determine the issues of both responsibility and sanction(s). The decision of the Vice President for Student Affairs is final.

### **INTERIM SUSPENSION OF A STUDENT OR ORGANIZATION**

In certain circumstances involving a student or organizations actions that may affect the safety, health, or general welfare of the student or the university community, the Vice President for Students Affairs, or the Associate/Assistant Dean of Students, or Student Affairs designee on each campus may impose an interim suspension prior to the student or organizations conduct hearing. The Vice President of Student Affairs, the Associate/Assistant Dean of Students, Student Affairs designee on each campus, and the Director of Housing and Residence Life have the authority to cancel a student's university housing contract under a separate process.

An interim suspension means that a student cannot be on university property, cannot attend classes, and cannot use university facilities unless otherwise stipulated. An interim suspension requires that the student or organization be notified in writing by the university. For organizations it means immediate suspension of all or some of the activities associated with the organization as determined by the university.

The student or organization has the right to request a hearing on the interim suspension with the Vice President for Student Affairs. If requested, the hearing will be conducted within three (3) regular business days from the receipt of the student's written request by the Vice President for Student Affairs or designee. The scope of this hearing is solely on whether the interim suspension should continue until a hearing is conducted on the facts of the case. Disciplinary charges will be filed either when the interim suspension is imposed or as soon as possible thereafter.

For cases in which a student is placed on interim suspension, but subsequently found not responsible for all violations, the university will take the following steps: (1) correct any record of the change in enrollment status in the student's permanent records and reports in a manner compliant with state and federal laws; and (2) refund to the student a pro rata portion of any fees, charges for tuition, or other university specific fees and charges, as appropriate due to the temporary change in enrollment status.

### **NON-ACADEMIC CONDUCT RECORDS**

The Office of the Vice President for Student Affairs in Macon and Dean of Students in Atlanta are the official custodian of all records involving non-academic misconduct. Student files involving cases that do not result in suspensions or expulsions shall be expunged seven (7) years after a decision is reached on a charge. Cases that result in suspensions or expulsions will be kept permanently. Statistical data and database information may be kept permanently at the university.

Students have the right to view their files. Students found “not responsible” or cases in which charges are dropped are considered not to have a judicial record.

### **PARENTAL NOTIFICATION POLICY**

Mercer University, like many other colleges and universities, is concerned about the health and safety of its students specifically where there is use and abuse of drugs and alcohol. Under the Family Educational Rights and Privacy Act (FERPA), institutions are permitted to release any and all information to parents, without the consent of the student, “if the student is a dependent for tax purposes under the IRS rules.” FERPA allows colleges and universities to disclose information to parents if there is a health or safety emergency involving their student as well as to disclose information if the student is under the age of 21 and “has violated any law or policy concerning the use or possession of alcohol or a controlled substance.” The Vice President for Student Affairs or designee will be the responsible University official to contact the parent or guardian. Students whose parents are divorced or separated have the option of designating the parent to be contacted. The Vice President for Students Affairs or designee may use discretion regarding parental notification in incidents where it is determined that extenuating circumstances exist that would directly and conclusively impact the situation negatively. Alternative guardian contact determinations will be made by the Vice President for Student Affairs or designee. The process of adjudicating any violations will be handled in accordance with the Student Code of Conduct.

Mercer University has opted to contact parents and/or legal guardians under the following conditions:

Mercer students, under the age of 21, found responsible for first time minor offenses involving alcohol in accordance with the Student Code of Conduct will be dealt with directly, without notification of their parents. “Minor offenses” are defined as non-life-threatening, non-threatening to the community, and not involving any other significant violations of the law or the Student Code of Conduct.

Enrolled students, under the age of 21, found responsible for two or more offenses involving alcohol will result in parental notification.

Enrolled students, under the age of 21, found responsible for offenses involving drugs will result in parental notification.

Incidents related to alcohol and/or drugs that are determined to be life threatening to the student, threatening to the community, or involving other significant violations of the law or the Student Code of Conduct may result in parental notification regardless of the number of offenses. An incident in which a student is transported to the hospital as a result of alcohol and/or drugs may also be determined to constitute a threat or disruption to the campus community depending on the circumstances.

### **ACADEMIC INTEGRITY**

Mercer University strives to be a Community of Respect that includes respect for academic integrity. Students operate under an honor system and will exhibit the values of honesty, trustworthiness, and fairness regarding all academic matters. Students, faculty, and staff are expected to report any violations in the forms of, but not limited to, cheating, plagiarism, and academic dishonesty to the honor council appropriate for their campus and program.



Procedures related to Honor Systems and Academic Integrity are outlined in the specific handbooks for each campus and can be found on the Provost website at <http://provost.mercer.edu/handbooks>.

Mercer University is dedicated to the advancement of knowledge and learning and to the development of ethically responsible persons. The University is an academic community that believes honesty is essential to learning. Academic integrity at Mercer is advanced through the Honor System. The Honor System is maintained through various Honor Codes within colleges and schools of the University.

Participation in the Honor System is not optional. By the act of entering Mercer University, each student consents to Mercer's Honor System and thereby agrees to be governed by its rules. Students are expected to read and familiarize themselves fully with the Honor Code and to cooperate completely with the System.

Students at the School of Theology are required to abide by both the University Honor Code located online at <http://provost.mercer.edu/handbooks/integrity.cfm> and the McAfee School of Theology Honor Code located below.

#### CHEATING AND PLAGIARISM

Mercer University's Graduate Student Honor Code addresses the issues of cheating and plagiarism. It defines cheating as "the taking of credit for work which has been done by another person." Plagiarism is "the use of ideas, facts, phrases, or additional material such as maps and charts from any source without giving proper credit for such material." Examples include, but are not limited to the following:

- Using information from any source, including internet sources, without giving proper acknowledgement to the original author of the material;
- Submitting the same, or nearly the same, paper for academic credit in two classes without the consent and approval of both instructors;
- Submitting another student's work as one's own or allowing one's work to be submitted by another student;
- Turning in late assignments without clearly indicating that the work is submitted late;
- Giving or fabricating false citations and references in any material submitted for grading.

#### MCAFEE SCHOOL OF THEOLOGY HONOR CODE POLICY

I, a student of the School of Theology, pledge to conduct myself with honesty, integrity and understanding. I believe as a student, I can take responsibility in maintaining these and other Christian standards of behavior. I will promote the idea of community, interacting and learning from each other in a way that protects personal freedom and community standards.

I will ensure that all work is my own, and I will properly give credit where credit is due.

I will respect and honor all property, persons and facilities.

I will honestly report my participation in all classroom activities and student requirements.

I will uphold the stipulations and underlying values of the honor code.

#### **I will ensure that all work is my own, and I will properly give credit where credit is due.**

Any material without proper citation is assumed to be the author's original work.

Plagiarism and related offenses are defined as, but not limited to:

Using information from any source without giving proper acknowledgment to the original author of the material;

Submitting the same, or nearly the same, paper for academic credit in two classes without the consent of both professors;

Submitting another student's work as one's own or allowing one's work to be submitted by another student;

Turning in assignments after the deadline without clearly indicating that the work is submitted late;

Giving or fabricating false citations and references in any material submitted for grading.

**I will refrain from cheating.**

Cheating includes, but is not limited to:

Attempting to give or receive unauthorized assistance during an examination;

Using testing materials from past testing periods as a study guide unless authorized by the professor;

Discussing examination contents with any other student while taking an examination or test;

Offering or receiving assistance to/from another student during an examination or test;

Copying ideas or facts from another's papers during an examination

Obtaining or providing specific information regarding an examination before the exam is administered without the professor's permission;

Copying answers or ideas either verbally, or in writing, from another person during a testing situation;

Obtaining test questions or specific information included on an exam before a test without the professor's permission.

Using unauthorized materials during an examination, quiz or other graded assignment. This includes notes, textbooks, or any unapproved translation of a biblical language;

Exceeding the time limits of an exam or an assignment without the professor's permission, nor attempt to turn in an assignment after due date without clearly indicating the lateness of the work;

Failing to indicate clearly to the instructor that my written work was submitted after the announced deadline for such submissions;

I will respect and honor all property, persons and facilities.

Students, faculty, and staff engaging in the activities below will be considered in violation of the honor code. This includes, but is not limited to:

Disrupting or interfering with the orderly conduct or operation of any university activity, failing to obey the lawful instruction of the person in charge of such activity, or preventing others from freely engaging in the activity;

Disrupting or interfering with any university facility, failing to obey the lawful instruction of any person in charge of such a facility, or preventing others from freely using the facility;

Interfering with or denying free access to or egress from, or use of the university buildings, facilities, streets, or other property;

Engaging in conduct involving dishonesty, fraud, deceit, misrepresentation, or misappropriation of property that causes harm to a registered or sponsored student organization;

Engaging in conduct that threatens, endangers, or harms the life or safety of any person;

Interfering with, injuring, damaging, destroying, or taking without lawful authorization any property belonging to other persons or the University;

Employing force or violence, or the threat of force or violence against any person or property;

Possessing any operable firearm or explosive material or device on University property or at a University sponsored activity without express written authorization from the Dean of Students and Chief of Student Affairs;

Engaging in conduct intended to obstruct access to potential evidence, or to alter, destroy, or conceal potential evidence connected with an Honor Code investigation or proceeding;

Filing a frivolous complaint (one without basis in fact) of an Honor Code violation with the intent to harass another student;

Attempting to intimidate or deter complainants, witnesses, or other participants in an Honor Code investigation or proceeding;

Preventing the discovery of prohibited conduct.

I will honestly report my participation in all classroom activities and student requirements.

It will be breaking the honor code if at any time a student engages in falsifying or misleading conduct in the areas of class attendance and participation. This would include, but is not limited to, the following:

Signing the roll on behalf of another person who is not present;

Having another person sign a roll for you when you are not present;

Answering a roll call on behalf of someone not present;

Having someone answer a roll call on your behalf when you are not present;

Signing the roll and then departing before the end of class;

Holding on to a roll call sheet so late arriving students may sign it;

Misrepresenting your presence or participation in outside class requirements by:

Saying you were present when you were not;

Turning in material from an activity of which you were not a part;

Using previous experiences to fulfill the requirements of a current assignment, unless permission by the professor has been granted;

Misrepresenting the presence or participation of another student in outside class requirements by:

Claiming their presence when they were absent;

Gathering material for them to turn in for credit, unless permission by the professor has been granted.

I will uphold the stipulations and underlying values of the honor code.

The reliability of the honor code is dependent on the student's full cooperation in adhering to the principles of integrity therein as well as reporting any infraction that one witnesses. The student assumes such a responsibility upon entering the School of Theology. Failure to report a violation either directly or indirectly is a failure to adhere to the code entirely.

As a member of the School of Theology student body and as one preparing for Christian ministry students will conduct their lives with honesty, integrity, and character. A student shall be held in violation of said behavioral expectations only when the student's conduct does not constitute an infringement of any specific stipulation of the honor code.

### **PROCESS AND PENALTIES**

If a student infringes on the code or witnesses another student or party infringing upon the honor code, he or she must immediately report the infringement to the professor concerned and/or to the Associate Dean. Students will not inaccurately or falsely report their activities concerning the above regulations when questioned by a professor, Associate Dean, or Dean.

**At the School of Theology, all faculty and adjunct instructors must report any violation of the honor code to the Associate Dean.**

**Any School of Theology student accused of a violation of the Honor Code will be notified in writing by the Associate Dean.** If convicted, on the first offense, students will receive a "0" on the

assignment and must meet with the Associate Dean to discuss the violation of the Honor Code. A subsequent offense, in any class, will result in an “F” in the course(s) and immediate expulsion from the School of Theology. Expulsion is the permanent removal of student status. Additionally, any student receiving scholarship funds convicted of an Honor Code violation will automatically forfeit their scholarship for the duration of their degree program. For more on this subject, please see the Graduate Honor System at <http://provost.mercer.edu/handbooks/integrity.cfm>.

In the event of a conviction, the accused may request the Dean to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based. The Dean will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration. If the Dean determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:

the accused

any witness that the accused or the Dean wishes to question

the faculty member in whose class the violation is alleged to have occurred

any written evidence used in the Associate Dean’s decision-making process

any records, notes, or recordings kept by the Associate Dean.

If after reconsideration the Dean believes that there are adequate grounds for changing the decision of the Associate Dean, he or she may reverse the conviction or, if additional evidence was presented after the original decision by the Associate Dean, refer the matter back to the Associate Dean for further deliberation.

The Dean will determine whether the incident should be managed within the academic unit or forwarded to the Graduate Council. If the decision is to forward to the Council, then such notification shall be immediately made to the Chairperson of the Graduate Council.

If the Dean determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the Graduate Council.

### **PROCEDURES FOR APPEAL TO THE GRADUATE COUNCIL**

The Graduate Council will select two members of the Honors Panel for an Honor Committee and request that the Dean name the remainder of the Committee by: (1) selecting two members of the Graduate Honor Panel, and (2) naming one additional member of the Graduate Faculty. The Dean will appoint one member of this group as chairperson.

The Chairperson of the Honors Committee will notify the accused student(s) and will serve as an investigator to determine the facts of the case. The Honors Committee will conduct the case according to the procedures described in the following section.

Policies and procedures regarding graduate student infractions of the *Honor Code* are established by the Graduate Council of Mercer University. To this purpose, the Graduate Council shall establish and maintain a panel of members of the Graduate Faculty who are available to adjudicate cases of infractions reported to the Council. The members of this Panel may be called upon to serve as an Honors Committee to judge violations of the *Honor Code* and to recommend penalties for those found guilty of infractions. Each college or school which offers graduate programs falling under the jurisdiction of the Graduate Council shall select three members of its Graduate Faculty to serve on

the Honor Panel. The Honor Panel members shall serve for staggered terms, so as to provide for continuity of experience.

## **GRADUATE HONOR COMMITTEE PROCEDURES**

### **RIGHTS AND RESPONSIBILITIES**

#### **OF THE ACCUSED**

The accused shall have following rights in the event that he or she shall face a hearing:

A right that the charges against him or her be served on him or her by some member of the GRADUATE HONOR COMMITTEE at least 24 hours prior to the hearing. This right may be waived by joint consent of the accused and COMMITTEE.

A right to summon witnesses and to testify on his or her own behalf.

A right to be present when the witnesses testify and to question them at the designated time.

A right to examine written work or other exhibits where the evidence consists in part or whole of same.

A right to an acquittal unless the COMMITTEE believes that the charge or charges against him or her have been proved beyond any reasonable doubt.

A right to request the Dean of the School or College to review a finding of guilt and the propriety of the penalty. This right must be exercised within four school days after the hearing.

The accused shall have the full right of free speech as regards his or her trial.

The Accused shall have the following responsibilities in the event that he or she shall face a hearing:

A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure.

A duty to be present at the hearing. If the accused fails to appear or to notify the COMMITTEE, the hearing shall proceed in his or her absence.

A duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth.

#### **OF WITNESSES**

A witness shall have the following rights in the event the accused shall face a hearing:

The right to be presented with a summons at least 24 hours prior to the hearing.

The right that neither his or her person nor property shall be insulted, molested, threatened, or damaged because of his or her part in the hearing.

A witness shall have the following responsibilities in the event that the accused shall face a hearing:

A general duty to cooperate fully with the COMMITTEE in all matters pertaining to case procedure

The duty to be present at the hearing

The duty to answer all relevant questions frankly, fully, and honestly, remembering that intentional omission is as serious an offense as willful distortion of the truth

### **CONDUCT OF THE HEARING**

#### **PARTICIPATION IN THE HEARING**

Every hearing shall be conducted by a GRADUATE HONOR COMMITTEE appointed by the Graduate Council and the Dean of the School or College; the Committee chairperson appointed by the Dean shall preside.

The clerk of the COMMITTEE shall take minutes of the proceedings. Recording devices may be used if they are under the control of the COMMITTEE. The accused may listen to the recordings after the hearing in the presence of at least two members of the COMMITTEE. In those cases which result in a conviction, a complete record of the hearing proceedings shall be retained by the COMMITTEE until the graduation of the accused. In cases which result in an acquittal, only the number of the case, the name of the student, and the statement of acquittal shall be retained by the COMMITTEE.

A member of the COMMITTEE shall disqualify him or herself in a case in which he or she is called as a witness.

The proceedings of the case shall be held in utmost confidence before, during, and after the hearing.

#### CALL COMMITTEE TO ORDER

The clerk will record the committee members present.

The Chairperson of the COMMITTEE will give a review of the facts involved in the case.

#### CALL THE ACCUSED BEFORE THE COMMITTEE

Prayer by a member of the COMMITTEE.

Swear accused in as he or she stands, raises right hand, and rests left hand on the Bible.

Remind the accused that perjury and willful omission of evidence are a violation of the *Honor Code*. Ask the accused whether he or she has been afforded all the rights as stipulated by the *Honor System*.

Ask the accused how he or she pleads.

#### CALL WITNESS(ES) BEFORE THE COMMITTEE

Swear witness in as he or she stands, raises right hand, and rests left hand on the Bible.

Remind witness that perjury and willful omission of evidence are a violation of the *Honor Code*

#### QUESTIONING OF WITNESSES AND ACCUSED

Questioning will be carried out by the Committee Chairperson to be followed by questions from other committee members.

#### QUESTIONING OF WITNESSES BY THE ACCUSED

The accused will now have an opportunity to question the witnesses if he or she so desires.

#### RESUME BY THE ACCUSED

The accused will now have an opportunity to give an uninterrupted resume of his or her defense.

#### RECESS FOR DELIBERATIONS

Following the resume by the accused, the Committee will recess the Hearing and retire to confer and discuss the case. They will reach a verdict of guilt or acquittal and, in the event of a verdict of guilt, determine the appropriate penalty.

#### PROCEDURE OF BEING RECALLED

Any witness or the accused may be recalled by the COMMITTEE. If special circumstances warrant, witnesses may also be recalled by the Committee at the request of the accused prior to the presentation of the verdict. The hearing will be reconvened for this purpose.

#### REPORT OF THE ACCUSED

If Guilty

Give the verdict to the accused.

Give penalty to the accused.

Advise accused that the decision may be appealed to the Dean of the respective School or College within four school days.

Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

If Acquitted

Give verdict.

Advise accused that all GRADUATE HONOR COMMITTEE procedures are kept in strictest confidence.

#### **POST HEARING PROCEDURES**

If the finding be one of guilt, the decision will be recorded in the GRADUATE HONOR COMMITTEE file and the accused will be notified of the decision and informed of the right to appeal. Files pertaining to the hearing will be maintained by the Office of the Dean of the academic unit.

If the finding be one of acquittal, the accused shall be notified of that finding and cautioned that the hearing may be reopened for good cause by the COMMITTEE within a period of four school days

#### **PENALTIES FOR INFRACTION**

**IF THE ACCUSED IS FOUND GUILTY OF CHEATING OR PLAGIARISM, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.**

##### **TYPES OF PENALTIES:**

Class I penalty: expulsion from the graduate program or suspension for a specified period.

Class II penalty: failure in the course in which the violation occurs.

Class III penalty: failure on the work in which the violation occurs.

##### **DISCRETIONARY penalty:**

A censure or penalty other than the above indicating to the student that the conviction is the result of improper conduct and/or dishonesty on his or her part. A notation of the offense shall be recorded in the GRADUATE HONOR COMMITTEE file of the student in the form of a letter which will be removed upon departure of the student from the University.

Upon the unanimous agreement of the GRADUATE HONOR COMMITTEE, a penalty may be suspended with the stipulation that no letter be placed in the GRADUATE HONOR COMMITTEE file but that the decision shall be considered a conviction.

**IF THE ACCUSED IS FOUND GUILTY OF ACADEMIC NEGLIGENCE, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.**

##### **PENALTY:**

A censure indicating to the student that the conviction is a result of academic negligence or bad judgment on his or her part. A record of the conviction will be kept in the GRADUATE HONOR COMMITTEE file and be removed when the student leaves the University. The COMMITTEE will have the discretion to extend the penalty to not more than a failure on the work. Examples of extended penalties include rewrites on papers and retaking exams.

IF THE ACCUSED IS FOUND GUILTY OF PERJURY OR WILLFUL OMISSION OF EVIDENCE IN TESTIMONY DURING A GRADUATE HONOR COMMITTEE HEARING, THE COMMITTEE SHALL DETERMINE THE PENALTY BY MAJORITY VOTE.

#### TYPES OF PENALTIES:

Class I penalty: immediate expulsion from the graduate program or suspension for a specified period  
Class II penalty: censure or written rebuke. A record of the conviction shall be kept in the GRADUATE HONOR COMMITTEE file and will be removed upon the departure of the student from the University.

#### APPEAL PROCEDURES

In the event of a conviction, the accused may request the Provost to review a finding of guilt and/or the propriety of the penalty. The request must be made in writing within four school days and should enumerate the grounds on which the appeal is based.

The Provost will review the request for an appeal to determine whether there are sufficient grounds to warrant reconsideration.

If the Provost determines that reconsideration of the conviction or penalty is appropriate, he or she should consider questioning or hearing:

the accused

any witness that the accused or the Provost wishes to question

the faculty member in whose class the violation is alleged to have occurred

any written evidence used in the Committee hearing

any records, notes or recordings kept by the Committee.

If after reconsideration the Provost believes that there are adequate grounds for changing the decision of the Committee, he or she may:

reverse the conviction or lower the penalty or

if additional evidence was presented after the original Honor Committee decision, refer the matter back to the Committee for its further deliberation.

If the Provost determines that reconsideration of the conviction or penalty is not appropriate, the accused may appeal the finding of guilt and/or the propriety of the penalty to the President. The decision of the President shall be final.

### ACADEMIC AND NON-ACADEMIC STUDENT GRIEVANCES

#### GRIEVANCE, ACADEMIC

Students have the right to bring grievances against a faculty member or an administrator concerning academic matters. A “grievance” is typically a complaint relating to some allegedly improper action or behavior. An “appeal” is typically a request for review of a routine judgment or decision. Such matters may include, but are not limited to failure to abide by requirements described in the course syllabus, arbitrary awarding of grades, discrimination based on race, color, national origin, disability, veteran status, sex, sexual orientation, genetic information, age, or religion (except in limited circumstances where religious preference is both permitted by law and deemed appropriate as a matter of University policy).



### Time Frame

For grievances and appeals of any kind, students are required to initiate them with the appropriate faculty member no later than thirty (30) days from the completion of the term in which the course was offered. Grievances or appeals received after this period will not be honored.

### Informal Resolution Procedure

Student grievance and appeal procedures encourage each student to handle complaints as close to the source as possible. If a student has a complaint against a faculty member, the student should first attempt to resolve the issue by an informal meeting with the faculty member involved. If this is not satisfactory, or if the student believes that he or she cannot discuss the complaint with the instructor, the student may follow the Formal Resolution Procedure.

### Formal Resolution Procedure

The following protocol should be followed:

The student should meet with the Associate Dean after submitting to this person a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the instructor's decision.

If the grievance or appeal is not satisfactorily resolved by the Associate Dean, the student should meet with the Dean after submitting to the Dean a formal written account. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Associate Dean's decision.

If the grievance is not satisfactorily resolved by the Dean, the student should meet with the Provost after submitting to the Provost a formal written account of the grievance or appeal. This narrative must be submitted no later than thirty (30) days from the date on which the student was formally notified of the Dean's decision.

If the student has a grievance or appeal involving a Dean, he or she should schedule an appointment with that Dean in an attempt to resolve the matter. If the matter is not resolved or if the student believes that he or she cannot discuss the issue with that Dean, the student may address the grievance or appeal to the Provost. In all academic grievance and appeal procedures, the decision of the Provost is final.

### Graduate Appeals

Dr. Wayne Glasgow

Senior Vice Provost for Research

Dean of Graduate Studies

Glasgow\_WC@mercer.edu

If an appeal is not resolved within the school, forwarding an appeal to the Office of the Provost is the last step of the formal academic grievance process. The complainant would need to provide written documentation of their communication with each college/school administrator (program director/department chair, Assistant/Associate Dean, and the Dean), including the student's requests and the administrators' responses, not just a narrative of the student's complaint.

## **GRIEVANCE, NONACADEMIC**

### **Policy Statement**

Mercer University recognizes the importance of providing an efficient procedure for a timely and fair resolution of a nonacademic grievance. Students are encouraged to use the process to resolve allegations concerning (1) a University employee, (2) administrative policies or procedures, (3) a University program, service, or activity.

Non-academic grievances involving student conduct issues fall under “University Regulations and Judicial Programs” section of this handbook.

### **Procedure**

#### Informal resolution

Many grievances may be resolved via informal personal meetings, phone calls, or e-mails directly with the employee or office responsible for the grievance. Whenever possible, students are encouraged to exercise these avenues of communication first. However, should these avenues not rectify the grievance, or the student wishes to bypass the informal resolution process, then the formal grievance process below should be implemented.

#### Formal Grievance

When a student wishes to file a formal complaint that is nonacademic in nature, he or she should follow these procedures:

The student should submit the complaint in writing to the University employee responsible for the action or event that forms the basis of the grievance. This statement should be titled “Formal Grievance” and contain a brief statement of the grievance and the remedies sought. A copy of the statement must also be presented to the employee’s supervisor and the Associate Vice President of Human Resources. The complaint should be submitted to the employee within ten (10) days of the action or event that forms the basis of the grievance.

The employee respondent will then meet with the student along with their supervisor or the Associate Vice President of Human Resources to discuss the complaint within ten (10) days of receipt of the written formal grievance. The employee respondent will reply in writing to the student with the results of the discussion at the meeting and plans for further action, if any, within ten (10) days of the meeting. A copy of this reply will be provided to the Associate Vice President of Human Resources.

If a student is not satisfied with the results of the discussion and/or with the reply and wants the formal grievance to be considered further, the student may appeal in writing to the employee respondent’s supervisor. A copy of this appeal must be sent to the Associate Vice President of Human Resources. This appeal to the supervisor must begin within ten (10) days after the student receives the written reply from the employee responsible for the action or event that forms the basis of the grievance. A written reply indicating the results of the appeal including further action, if any, to be taken will be sent to the student by the employee’s supervisor within ten (10) days of the meeting between the student and the employee’s supervisor. A copy of this response will be sent to the Associate Vice President for Human Resources.

If the student is not satisfied with the results of the appeal to the supervisor and wants the formal grievance to be considered further, the student will have an opportunity for further appeal as follows: In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *within a specific school or college*, the student may appeal to the Dean with responsibility for

the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the grievance and responded in writing to the student. A written reply from the Dean indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the formal grievance. A copy of the appeal and the response from the Dean must be provided to the Associate Vice President of Human Resources.

If the student is not satisfied with the decision of the Dean, the student may appeal in writing to the Provost with responsibility for the school or college and request a meeting. The appeal must begin within ten (10) days of the date the Dean has completed consideration of the formal grievance and responded in writing to the student. A written reply by the Provost indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Provost with responsibility for the employee's unit will be the final University decision on the grievance. A copy of the appeal to the Provost and the Provost response will be copied to the Associate Vice President of Human Resources.

In the case of complaints concerning employees, policies, procedures, or programs of a nonacademic nature *outside of the administrative organization of a specific school or college*, the student may appeal to the Vice President with responsibility for the employee's unit and request a meeting in order to seek a resolution. This appeal must begin within ten (10) days after the employee's supervisor has completed consideration of the formal grievance and responded in writing to the student. A written reply from the Vice President indicating the results of the meeting and including further action, if any, to be taken will be sent to the student within ten (10) days after consideration of the grievance. The decision of the Vice President with responsibility for the employee's unit will be the final University decision on the formal grievance. A copy of the complaint to the Vice President and their response will be submitted to the Associate Vice President of Human Resources.

The Dean of students or student affairs designee on each campus serves as a resource for students seeking assistance with grievance procedures.

## **EMERGENCY PREPAREDNESS PLAN**

### **Communication**

In the event of a broad emergency that has the potential to harm people and/or facilities, it is important for students, faculty and staff to be aware of the following information.

In the event of an emergency, Mercer Police and the administration will provide alerts and vital information using a variety of formats including emergency text messages, emails, and the office phone system. It is important to note the following

All Mercer faculty, staff, and students are strongly urged to register for emergency text messages. Faculty with policies prohibiting student cell phone use in the classroom should actively monitor their own cell phones for emergency text messages.

Initial notifications may be based on partial data, with the goal to inform campus or RAC occupants of a developing situation requiring immediate action to protect life, safety and facilities.

The messaging system will be used to deliver additional emergency information, or that the dangerous event and/or conditions are under control, or "all clear."

## **Emergency Evacuation and Safety Procedures**

### **Fire**

When a fire alarm is activated, evacuation is mandatory

Do not use elevators in an evacuation.

Close doors as you exit.

Move away from the building in danger (500 feet) or as directed by emergency response personnel.

In an emergency situation, dial 6911 from any campus phone for immediate assistance from the Mercer Police Department.

### **Lockdown**

Should the campus experience a violent act (such as an active shooter), a lockdown of the University may be ordered by Mercer Police.

Close all interior doors

Immediately go to the closest enclosed area. If possible, choose a room without windows that has a locking door.

Lock and/or blockade the doors.

Turn out lights and draw blinds.

Silence your cell phone, remain quiet, and stay out of sight.

Wait for an “All Clear” signal or notice from Mercer Police and/or local emergency response personnel.

If outside during the notification, consider leaving the campus if possible.

### **Severe Weather**

Lock office door.

If possible, move to designated severe weather area of the building.

Do not use elevators.

Avoid glass doors and windows.

Crouch as low as possible to the floor, keeping your face down. Cover your head with your hands.

Wait for an “All Clear” signal or notice from Mercer Police and/or local emergency response personnel.

## **FACULTY**

**C. Greg DeLoach** is Dean. He received a D.Min. degree in 2003 from Columbia Theological Seminary, a Master of Divinity degree in 1992 from Southern Baptist Theological Seminary, and a Bachelor of Science degree from Shorter College. A native of Eatonton, Dr. DeLoach has pastored congregations throughout Georgia for nearly three decades, including in Mansfield, Chickamauga, Marietta and Augusta. Following 10 years as senior pastor of First Baptist Augusta, he became executive director of Developmental Disabilities Ministries, an Atlanta-based nonprofit, charitable corporation serving adults with developmental disabilities and their families through operation of 19 homes across Georgia. In February 2017, he joined the development staff at Mercer, having previously served on the University’s Board of Trustees. He and his wife, Amy, have two adult sons, Clark and Aaron.

**David G. Garber Jr.** is Associate Professor of Old Testament and Hebrew, Director of Distance Learning, and holds the Carolyn Ward Chair in Theology. Dr. Garber came to Mercer from Emory University where he received a Ph.D. concentrating in Hebrew Bible studies. He holds the Th.M.

and M.Div. from Princeton Theological Seminary and a B.A. in Religion from Baylor University. Dr. Garber's research interests include the interpretation of Hebrew prophets, ancient Israelite religion, the reading of biblical texts as trauma literature, and biblical perspectives on social justice.

**David Gushee** is Distinguished University Professor of Christian Ethics. Dr. Gushee is based in Atlanta and teaches interdisciplinary ethics courses throughout the University. He served for eleven years as University Fellow and the Graves Professor of Moral Philosophy at Union University, after three years on faculty of Southern Baptist Theological Seminary and three years on the staff of Evangelicals for Social Action. A columnist for Associated Baptist Press and Huffington Post, and widely sought speaker and commentator on public affairs, Dr. Gushee is the author or editor of twelve books, including the award-winning *Kingdom Ethics* (Intervarsity Press).

**Denise McLain Massey** is Professor of Pastoral Care and Counseling and holds the J. Truett Gannon Chair. Dr. Massey holds the B.A. from Louisiana College and the M.Div., Th.M. and Ph.D. from The Southern Baptist Theological Seminary. She has served as a chaplain, a CPE supervisor, assistant and associate professor at Southern Seminary, a pastoral counselor, and most recently Supervisor of Pastoral Care at Kindred Hospital in Louisville, KY. Dr. Massey has earned Supervisor certification with the Association of Clinical Pastoral Education.

**Karen G. Massey** is Associate Dean, Associate Professor of Christian Education, and holds the Watkins Christian Foundation Endowed Chair. Formerly associate pastor and minister of education at Northside Drive Baptist Church in Atlanta, GA, she has served in churches in Georgia and Kentucky. Dr. Massey has served as a contract professor, a Garrett Teaching Fellow, and a visiting professor in Christian education at both The Southern Baptist Theological Seminary. She is a founding member and past president of the Christian Educator's Network, a professional, ecumenical organization for ministers in the field of Christian education. Dr. Massey is also a past president of the national organization of Baptist Women in Ministry (BWIM). She received a bachelor's degree from the University of Georgia in Athens and M.A. and Ph.D. degrees from The Southern Baptist Theological Seminary. Dr. Massey has completed further university studies at Harvard University and Boston College.

**Heidi A. Miller** is Associate Professor of Spirituality & Christian Ministry and Director of the Doctor of Ministry Degree Program. B.A., Goshen College; M.Div., Eastern Mennonite Seminary; Ph.D. The Catholic University of America. Her teaching and scholarship focus on transformative aspects of leadership, spirituality, spiritual guidance, justice, and worship, on which she has spoken and taught throughout North America and across the globe. Dr. Miller received her Ph.D. from The Catholic University of America in Washington, D.C., writing on ritually enacted narrative, and also studied at Eastern Mennonite Seminary and Goshen College. Prior to her joining the faculty at Mercer University in 2022, she served as a director of the Master of Practical Theology program and associate professor at Pfeiffer University; staff and adjunct faculty at Duke University; assistant professor of worship at Southern Methodist University, and assistant professor of spiritual formation and ministry at Eastern Mennonite University. She also co-founded and served as a managing director in non-profit organizations seeking to engage leaders and in collaborative and contextual mission. Dr. Miller has served as clergy in the Virginia Mennonite Conference and is a member of Spiritual Directors International, North American Academy of Liturgy, and Society for Christian Spirituality. Prior to earning her Ph.D., Dr. Miller worked as a Medical Social Worker and a counselor in the school system. She has worked with senior business executives and health care providers regarding values-based leadership, and has been a consultant with congregations and organizations undergoing transition and trauma, particularly with marginalized communities.

For more than 20 years, she has been training sojourners throughout the U.S. and Canada, writing in worship, leadership, spiritual direction, and soul tending in one-on-one, small group, community, congregational, and organizational contexts. Most recently she was part of the collaborative team writing the worship resources within the *Voices Together* hymnal project for the Mennonite Church USA and Mennonite Church Canada. She is currently writing a book on the place of embodiment in spirituality and worship, and its role in forming, transforming, and empowering communities for the sake of the world.

**Otis Moss, III** is Professor of Preaching. B.A., Morehouse College; M.Div., Yale Divinity School; D.Min., Chicago Theological Seminary. With civil rights advocacy in his DNA, Rev. Dr. Otis Moss III built his ministry on community advancement and social justice activism. As Senior Pastor of Trinity United Church of Christ in Chicago, Ill., Dr. Moss spent the last two decades practicing and preaching a Black theology that unapologetically calls attention to the problems of mass incarceration, environmental justice and economic inequality. Dr. Moss is part of a new generation of ministers committed to preaching a prophetic message of love and justice, which he believes are inseparable companions that form the foundation of the Gospel of Jesus Christ. As part of his community engagement through Trinity United Church of Christ, Dr. Moss led the team that came up with the “My Life Matters” curriculum; which includes the viral video “Get Home Safely: 10 Rules of Survival,” created in the aftermath of Michael Brown’s death at the hands of Ferguson, Mo., police. A native of Cleveland, Ohio, Dr. Moss is an honors graduate of Morehouse College who earned a Master of Divinity from Yale Divinity School, and a Doctor of Ministry degree from Chicago Theological Seminary. He returned to Yale in 2014 to present the famed Lyman Beecher lectures. The three-day event included an in-depth discourse on the subject of “The Blue Note Gospel: Preaching the Prophetic Blues in a Post Soul World.” The lectures, which demonstrated a homiletic blueprint for prophetic preaching in the 21st century, were the foundation of his latest book, *Blue Note Preaching in a Post-Soul World: Finding Hope in an Age of Despair*, published in 2015. Dr. Moss was named to the inaugural Root 100, a list that “recognizes emerging and established African-American leaders who are making extraordinary contributions,” according to the publication’s Website. Honorees range between ages 25 to 45, and their accomplishments and successes transcend media headlines or statistics. Dr. Moss is an ordained minister in the Progressive National Baptist Convention and the United Church of Christ. He is on the boards of Auburn Seminary and Faith-In-Place/Action Fund, and chaplain of the Children’s Defense Fund’s Samuel DeWitt Proctor Child Advocacy Conference. Additionally, Dr. Moss is a Senior Fellow in the Auburn Seniors Fellow Program.

**Robert N. Nash, Jr.** is the Arnall-Mann-Thomasson Professor World Christianity. He received his Ph.D. degree in Church History (1989) and his M.Div. degree (1985) from The Southern Baptist Theological Seminary in Louisville, Kentucky. In addition, he completed both his M.A. (History) and B.A. degrees at Georgia College and State University in Milledgeville, Georgia. Prior to coming to Mercer, Dr. Nash served as Global Missions Coordinator at the Cooperative Baptist Fellowship (2006-2012) and as a professor in the religion departments at both Shorter College in Rome, Georgia (1994-2006) and at Judson College in Marion, Alabama (1992-1994). He also served as Dean of the School of Religion and International Studies at Shorter College for several years. He has served as pastor and as interim pastor of a number of congregations in Kentucky, Alabama and Georgia and as a frequent lecturer on college and university campuses and at conferences across the nation that focus on ministry and mission in the twenty-first century.

**Angela Parker** is Associate Professor of New Testament and Greek and Director of the M.T.S. Program. She received her B.A. in religion and philosophy from Shaw University (2008), her M.T.S.

from Duke Divinity School (2008-2010) and her Ph.D. in Bible, culture, and hermeneutics (New Testament focus) from Chicago Theological Seminary (2015). Before this position, Dr. Parker was assistant professor of Biblical Studies at The Seattle School of Theology & Psychology for four years. While at The Seattle School, Dr. Parker received the Journal for Feminist Studies in Religion's ESF New Scholar Award (2nd Place) for her article "One Womanist's View of Racial Reconciliation in Galatians." She teaches courses in New Testament, Greek Exegesis, the Gospel of Mark, the Corinthians Correspondence, and the Gospel of John, and a course that engages womanist and feminist hermeneutics unto preaching.

**Graham B. Walker** is the John and Julia Zellers Professor of Theology and Philosophy. Dr. Walker came from the Asia Baptist Graduate Theological Seminary in Baguio City, Philippines, where he served as Academic Dean. He received his Bachelor of Arts degree from Florida State University and his Master of Divinity and Doctor of Philosophy degrees from The Southern Baptist Theological Seminary in Louisville, KY. He has also served as visiting Professor of Religion at Samford University in Alabama, as Adjunct Professor of Philosophy at St. Catherine's College in Bardstown, KY, as well as Instructor of World Religions at Simmons Bible College in Louisville, KY. He has published numerous articles in various religious journals and has authored *A Deep Rooted Faith*, and *Elie Weisel: A Challenge to Theology*. He is currently an associate editor for *Missiology: An International Review*.

## STAFF

**Amanda Coe Burton** is the Executive Assistant to the Dean. Amanda Burton is a long-time member of Smoke Rise Baptist Church – a founding church of McAfee. She brings nearly two decades of administrative skills, an ongoing interest in theological education, and a proven track-record supporting organizations for success. Amanda has worked on a church staff and brings a wealth of experience. In addition to her skills as an administrator, she is the mother of young adult children and has completed a BA in Museum Studies and Art History.

**Paul Byrd** is the Director of the Rural Health Collaboration. He joined Mercer in the Spring of 2022 to direct a collaborative program between McAfee School of Theology and the School of Medicine. This program will support the physical, mental, and spiritual health of communities by coordinating the efforts of clergy and health care professionals as they work together to address rural health disparities in Georgia. Before coming to Mercer, Paul spent almost 30 years as a chaplain in children's hospitals in Birmingham, Alabama and St. Petersburg, Florida. He serves on the faculty of the Pediatric Chaplains Institute and is the 2021 recipient of CBF's Carl Hart Award for Excellence in Chaplaincy and Pastoral Ministry. Paul is a proud Mercer Bear having graduated from Mercer University in 1989 with a degree in Music Education. He received his MDiv from the Southern Baptist Theological Seminary in 1993 and completed his chaplaincy residency at the Emory Center for Pastoral Care in 1994. While in Alabama, Paul became aware of initiatives to improve rural health disparities through Alabama CBF's partnership with Sowing Seeds of Hope in Perry County and is excited to be working on this collaboration with Mercer.

**Megan Currie** is the Director of Admissions. Megan graduated in 2019 with her Master of Divinity from McAfee, where she was also a graduate assistant in the Office of Admissions. Prior to serving on staff at McAfee, she worked as Admissions Counselor for adult undergraduate students at Mercer's College of Professional Advancement for a year. She received her BA in Religion from

Mars Hill University in 2016. Outside of admissions, Megan serves bi-vocationally as the Minister of Virtual Connections at Joy Metropolitan Community Church in Orlando, FL.

**Matthew DuVall** is the director of development for Mercer's School of Theology. He received a Master of Divinity from the McAfee School of Theology in 2004 and a Bachelor of Arts from Mercer University in 2001. Matt is a proud Double Bear.

Matt has served the local church through a variety of capacities including youth and missions and interim pastoral ministry. He has also pastored congregations in Georgia and Kentucky. As the director of development, Matt works to raise support for and connection with the School of Theology.

**Michelle Brooks Garber** is Director of Academic Success and Assessment. She earned her Bachelor of Arts from Emory University, a Master of Divinity from Mercer University's School of Theology, and her Ph.D. in Educational Leadership (Higher Education) from Mercer University's College of Education. A proud "double bear," she is graduate of both Mercer University's McAfee School of Theology and Tift College of Education. Dr. Garber coordinates retention data, institutional effectiveness, and accreditation for the McAfee School of Theology. She directs academic advising; coordinates course scheduling, registration, and policies and procedures; and monitors academic progress and merit scholarship status. Dr. Garber also teaches two research methodology courses in the Doctor of Ministry degree program each year.

**Jeremiah Hamby** is the Senior Admissions Counselor for McAfee School of Theology. He earned his M.Div. and MA in Religion from Gardner-Webb University in 2021 along with a Graduate Certificate in English Studies in 2022 and a BS in Psychology in 2016. At various points during his time in seminary, Jeremiah worked with local church youth groups through Gardner-Webb's FOCUS Ministry, served as a Writing Consultant, as a Graduate Assistant for the Department of Religious Studies and Philosophy, and as a Graduate Resident Director. He also spent two weeks in Kenya through CBF's Kutana Kenya Student.Go program and ten days in Israel and Palestine with the Gardner-Webb School of Divinity. Most recently, he has served as the Academic Advisor and Student Success Coach for Nursing and Nursing-Intended students at Gardner-Webb, and as Interim Minister to Students at Boiling Springs Baptist Church. Throughout his experiences, Jeremiah has been guided by a desire to walk with others through various stages of life and encourage them as they explore what their next steps they may be. He is excited to help future seminarians discover how McAfee can help them explore God's calling in their life. In his free time, Jeremiah loves to visit local coffee shops, play French Horn, and travel with his wife. Jeremiah originally hails from North Carolina but is excited to explore and become connected in the greater Atlanta area.

**Heather Hieserman** is the Enrollment Associate for McAfee School of Theology. She earned her BA in History from the College of Charleston. She received certifications in NC Family Development from Duke University, and Incredible Years from the University of Washington. She holds a TESOL which allowed her to pursue her love for teaching online ESL curriculums to students abroad. Following her education, Hieserman coached summer league swim teams, U-10 club, and Master Programs in Charleston, SC. She was also employed at Triangle Aquatic Center and Triangle Swim School in Raleigh, NC sharing her love for teaching swimming. She has served on staff in the local church as a Minister to Children and Families. Before coming to McAfee, Hieserman was employed with non-profit organizations including Eckerd Youth Alternatives, and Head Start, and has worked on several projects with NC Cooperative Extension and Parent and Family Advocacy and Support Training in Durham, NC. She has a love for serving the local church and has a passion for engaging in mission work.



**Leah Jackson** is Grant Project Coordinator for the Pathways for Tomorrow Initiative Lily Grant. Reverend Leah D. Jackson, Esq. was born and raised in Detroit, Michigan. Called to minister the Word of God as a preacher, pastor, educator, writer, and dancer, she was ordained in the Christian Church (Disciples of Christ) by Ray of Hope Christian Church in Decatur, Georgia under the leadership of Rev. Dr. Cynthia L. Hale, where she served as the Minister of Christian Education for almost 8 years. She is also a licensed member of the State Bar of Georgia and specializes in Technology and Intellectual Property law. Rev. Jackson received a Bachelor of Arts in Public Policy with a focus in Child Advocacy from Spelman College in 2002; a Juris Doctor from Walter F. Georgia School of Law in 2005; and Master of Divinity from McAfee School of Theology in 2012. She has served as a member of the Board of Visitors for McAfee School of Theology and as the editor for *Just Women Magazine*, a publication of the Christian Church. Currently, she is a member of the Commission on Ministry for the Georgia region of the denomination and is the Chaplain of the Atlanta chapter of the National Alumnae Association of Spelman College. She is the proud author of the devotionals, *Daily Manna from the Psalms: Nuggets of Hope for the Hungry Christian* and *If Perish, I Perish, But I Won't!: Facing Your Fears Through the Study of the book of Esther*.

**S. Beth Perry** is Public Services/Theology Librarian. She holds a Bachelor of Arts degree from Samford University, a Master of Arts degree from The Southern Baptist Theological Seminary, and a Master of Library Science from Indiana University. Before coming to Mercer, she served as the Information Services Librarian at Carson-Newman College in Jefferson City, TN. She has also worked in the libraries at Indiana University, Louisville Presbyterian Theological Seminary and The Southern Baptist Theological Seminary.